

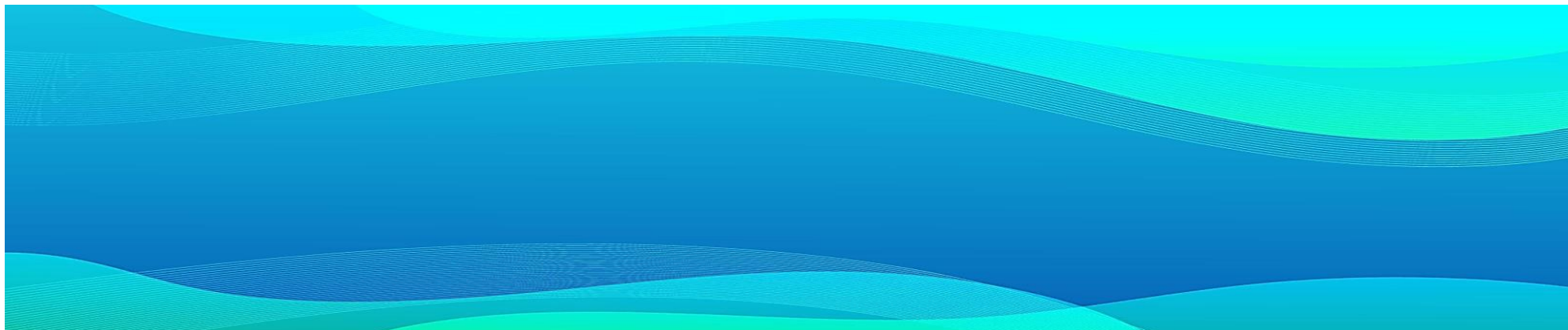
KEMENTERIAN PENDIDIKAN MALAYSIA

# KURIKULUM STANDARD SEKOLAH RENDAH

English Language

Scheme of Work

Primary Year 6 SJK





**Primary Year 6 SJK  
(National-Type Schools)**

**Scheme of Work**

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# **Primary Year 6 SJK Scheme of Work**

## **Content overview**

The purpose of this document is to provide teachers with support and information on planning, creating and delivering their lessons throughout the year. Teachers will need to refer to this document when planning and delivering both their textbook-based and non-textbook-based lessons.

The Scheme of Work is divided into sections which provide the following information and content:

### **1. Content and organisation of the Scheme of Work**

This section provides teachers with an introduction to the Scheme of Work and an explanation of how the textbook-based and the non-textbook-based lessons are organised within the Scheme of Work.

### **2. Supporting information**

This section provides teachers with an explanation of the information contained within the Scheme of Work template. This section also gives teachers advice on completing the Scheme of Work template for their own non-textbook-based lessons.

### **3. Pre-lesson and post-lesson tasks**

In this section, teachers will find some suggestions for pre-lesson and post-lesson tasks. Pre-lesson tasks are short tasks that come at the beginning of the lesson to help pupils warm up and to introduce or review learning. Post-lesson tasks come at the end of the lesson to review, summarise, personalise or talk about learning in the lesson, so they consolidate learning and provide closure to the lesson. Many lessons in the Scheme of Work guide teachers to choose pre- and post-lesson activities from this section.

### **4. Differentiation strategies for Primary pupils**

This section provides teachers with a number of suggested differentiation strategies that teachers may wish to use in their planning to help meet the needs of the pupils in their class.

## **5. Glossary of terms in Year 6 SJK**

Teachers should refer to the Content and Learning Standards contained within the Scheme of Work when planning their lessons. These Content and Learning Standards come from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework documents.

This section provides teachers with supporting explanations for some of these Content and Learning Standards. It also provides explanations of important terms used in some of the lessons. These terms are mainly found in the Learning Outline section (see the first table in the glossary of terms).

## **6. Scheme of Work (Lessons 1–96)**

This is the main section of the Scheme of Work. It provides teachers with details for the textbook-based and non-textbook-based lessons.

## **7. Appendix 1: Learning Standards mapping**

This section consists of a table which lists all 96 lessons in the Scheme of Work and their Learning Standards. The mapping table enables teachers to see the coverage of the Learning Standards at a glance.

# 1. Content and organisation of the Primary Year 6 SJK Scheme of Work

## What is the Primary Year 6 SJK Scheme of Work and how can it help teachers?

The Scheme of Work gives teachers an overview of every lesson in Year 6 SJK, including the **Content and Learning Standards which must be covered within each lesson**. The Scheme of Work will assist teachers in their daily, weekly and longer-term planning of lessons.

## What does the Primary Year 6 SJK Scheme of Work consist of?

The Scheme of Work consists of **96 lesson outlines**, each lesson lasting a total of **60 minutes**. If lessons are organised into 30-minute blocks, teachers will need to plan and adapt their lessons accordingly. Each lesson in the Scheme of Work is numbered from Lesson 1 to Lesson 96.

The Scheme of Work consists of the following **two** types of lessons:

**A. Textbook-based lessons:** The materials for these lessons include learning activities from the selected Year 6 textbook. This textbook is *Academy Stars Year 6*. Year 6 covers the whole textbook from the Welcome Unit to Unit 10.

**B. Non-textbook-based lessons:** There are four types of non-textbook based lessons: Skills-Based lessons, Language Arts lessons, Project-Based Learning lessons and Language Awareness lessons. The learning outline in Skills-Based and Language Awareness lessons is generally related to the material in the textbook, but does not use material from it.

Material for Language Arts lessons is taken from the Contemporary Children's Literature (CCL) module, which consists of poems, short stories and graphic novels. See Year 6 SJK Syllabus and the CCL module for more information.

The content of Project-Based lessons should be designed according to the Ministry of Education guidelines for this lesson type. Teachers are expected to prepare activities that incorporate project work and promote independent learning.

## How are the Primary Year 6 SJK Scheme of Work lessons organised?

Most lessons in the Scheme of Work are textbook-based lessons. Language Awareness lessons can be based on the textbook content (e.g. Review sections) or otherwise designed to address learning needs using additional materials. They can therefore be textbook-based or non-textbook-based lessons. A few Skills-Based lessons (e.g. Writing, Speaking) are marked as non-textbook-based lessons. Teachers are expected to find or create materials that meet the Learning Standards for these lessons. Language Arts lessons should be based on the CCL module, not on the main textbook – *Academy Stars Year 6*. Project-Based Learning lessons should be designed according to the Ministry of Education recommendation.

### Typical lesson cycles

The Year 6 SJK textbook, *Academy Stars Year 6*, begins with a short Welcome Unit, and then has 10 longer units. The Year 6 SJK Scheme of Work consists of 3 lessons in the Welcome Unit followed by 9 lessons in Unit 1. Each lesson cycle corresponds approximately to one unit in the textbook. The textbook units typically provide teachers with enough material for the four skills (Reading, Writing, Listening, Speaking), although there are some lessons marked as non-textbook based lessons which require teachers to source material from elsewhere. Each lesson cycle also has two Language Arts lessons and one Language Awareness/Project-Based Learning lesson. The lesson cycle which corresponds to Unit 1 in the Scheme of Work is given below as an example:

Lesson	Skill/Focus
4	Reading
5	Writing
6	Speaking
7	Language Arts
8	Writing
9	Listening
10	Speaking
11	Language Arts
12	Language Awareness

\*In Units 5 and 10, Language Awareness lessons are replaced by Project-Based Learning lessons.



Teachers should note the following:

1. Textbook-based lessons will utilise material from the *Academy Stars Year 6* textbook. Other suggested activities or material to help prepare pupils for new learning, and to consolidate or extend learning are included.
2. Pupils are expected to have their own copy of the Pupil's Book to use in every lesson. This includes non-textbook-based lessons, which may ask pupils to look at some content that can act as a starting point for a non-textbook-based lesson. Pupils should also have their own notebook and bring it to every lesson.
3. **Teachers should be able to access the Teacher's Book for every lesson**, including non-textbook-based lessons, which sometimes ask them to refer to the Pupil's Book. If teachers do not have regular access to the Teacher's Book they should prepare a few lessons in advance while they have the Teacher's Book. If access to the Teacher's Book is very limited, teachers are advised to be proactive and collaborative by planning together and consulting with the English Head or a senior English teacher at their school. The Teacher's Book provides a lot of guidance and ideas as well as the listening audio script, thus considerably saving preparation time. It is therefore very useful for all teachers to access it, even if only periodically.
4. **Teachers are expected to plan lessons based on the lesson outlines in the Scheme of Work.** They may need to develop and produce worksheets, create flashcards (these are picture cards that can be printed or drawn by the teacher) and prepare other material and resources for most lessons.
5. Language Awareness lessons will focus specifically on the language taught in the unit. **The Scheme of Work offers suggestions to teachers for these lessons, but teachers are expected to plan these lessons based on the needs of their pupils.** Teachers are also expected to refer to the syllabus, which contains an overview of the language functions, vocabulary and the text types that are suitable for the grade.
6. **Pre-lesson and post-lesson** stages in the lesson outline are important stages in the lesson. **They should not be neglected or rushed.** See Section 3 for more information.
7. At the end of every unit, pupils are expected to review and assess their learning in that unit. This self-assessment is guided using a worksheet which identifies the language covered in the unit. Teachers can use the suggested worksheets at the end of every unit in the Scheme of Work or modify/produce their own. **Self-assessment should be completed in class time, not given for homework.** Pupils will need guidance from the teacher to complete it, especially in the first part of the year. The teacher should collect the self-assessment worksheets and note common answers as well as any particular problems some pupils think they are having. Pupils' skills in self-assessment may begin the year at a very basic level but will develop over the year.

## **2. Scheme of Work template: Supporting information**

### **1. Lesson**

Each lesson within the Scheme of Work is given a number followed by the lesson type. For example, Lesson: 6 (Speaking 1); Lesson: 21 (Language Awareness 2).

### **2. Main Skill Focus**

Each lesson has one main skill focus. If the focus of the lesson is not on language skills (Listening, Speaking, Reading, Writing), then the main skill focus will reflect the focus area of the lesson (e.g. Language Arts, Language Awareness, Project-Based Learning lesson).

### **3. Theme**

The three given themes are:

- World of Self, Family and Friends
- World of Knowledge
- World of Stories

### **4. Topic**

Topics are taken from the textbook in textbook-based lessons. Topics for non-textbook lessons are either suggested for these lessons, guided by CCL content or decided by the teachers.

### **5. Cross-Curricular Elements**

Each cycle of lessons has been assigned one Cross-Curricular Element or more. Teachers will need to refer to the section on Cross-Curricular Elements in the Standards-Based Curriculum and Assessment Document (DSKP) for further guidance. Teachers are encouraged to link to other Cross-Curricular Elements within a lesson cycle, in addition to the suggested one given, if they identify opportunities where relevant cross-curricular connections can be made.

## 6. Language/Grammar Focus

This is related to the grammatical structure/function (for example, Present Simple and Past Simple) that is the focus of the lesson. This language/grammar is usually presented and practised using a skill (Listening, Speaking, Reading or Writing).

## 7. Content and Learning Standards

The given Content and Learning Standards are taken from the Standards-Based Curriculum and Assessment Document (DSKP) and the Curriculum Framework document. **These should be followed as they appear in the lessons to ensure the Learning Standards are covered as intended.** See Appendix 1 for an overview of the mapping of Learning Standards.

## 8. Main Skill and Complementary Skill

Each lesson within the Scheme of Work focuses on one Main Skill and one Complementary Skill. To ensure that pupils receive sufficient exposure to and practice in every Learning Standard within the Curriculum Framework, each Learning Standard appears at least once in the Scheme of Work. Learning Standards are covered as a Main Skill or as a Complementary Skill. It is therefore critical that teachers ensure that **both** the Main Skill and the Complementary Skill are covered in each lesson. **The Complementary Skill is not an optional skill** that can be ignored or dropped from the lesson. Doing so may mean that pupils do not receive adequate practice in and exposure to all the given Learning Standards within the Curriculum Framework. When teachers are planning their lessons, they must therefore ensure that both the Main Skill and Complementary Skill are each assigned a suitable lesson Learning Objective.

Teachers should also be aware that the Main Skill and Complementary Skill are not normally given equal time and attention within the lesson. Teachers will need to ensure that the Complementary Skill is covered, but the degree of attention this receives in comparison to the Main Skill will be up to the teacher's own professional judgement as they will know better the specific learning needs of their pupils.

Please note that some Learning Standards appear less frequently than others. **Less frequent Learning Standards must be covered as they appear in the Scheme of Work.** See Appendix 1 for a map of the Learning Standards coverage.

## 9. Learning Outline

The Learning Outline provides guidance to teachers for the delivery of a lesson. Three main stages of every lesson are highlighted: pre-lesson, lesson delivery and post-lesson. Teachers will also need to refer to the Teacher's Book, which provides detailed information about the delivery of the textbook activities for textbook-based lessons.

The **Lesson Delivery** stage is where the Main and Complementary Skills should both be addressed to develop pupils' language skills. Teachers should create their own Learning Objectives for each lesson based on the specified Learning Standards – both for the Main Skill and the Complementary Skill. The Learning Objectives should relate to and reflect the activities in the Lesson Delivery stage.

Textbook-based lessons in the Learning Outline provide teachers with a structured description for what and how teachers can plan their lessons. They refer to specific activities in the Pupil's Book and Workbook, and associated guidance available in the Teacher's Book. Some additional explanation or instruction may be provided in the Lesson Delivery to ensure teachers plan activities that relate to the main and complementary Learning Standards specified for the lesson. Please note that textbook-based activities may not appear in the same order as in the Student's and Teacher's Book. This is to ensure the best activities are selected for the stated Learning Standards and to follow the lesson cycle (Listening, Speaking, etc.).

As teachers are working with pupils and supporting their learning, they should be aware of their pupils' development and the emerging challenges. Throughout the lessons, teachers are expected to use formative assessment strategies (e.g. questioning, scanning) to assess pupils' progress and give clear and meaningful feedback. This feedback should enable pupils to understand which areas they need to pay attention to and how to improve. Of course, teachers are not expected to give every pupil feedback after every activity in every lesson. However, teachers should use all opportunities available to communicate feedback to pupils and help them take ownership of their own learning.

Teachers are encouraged to follow the instructions in the Lesson Delivery stage when provided because it reduces lesson preparation time and ensures addressing the Learning Standards.

Pre-lesson activities activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic. Post-lesson activities take place at the end of lessons to review and consolidate the learning from a lesson. Pre- and post-lesson stages are important elements in lesson plans and should always be included in every lesson. Please see the next section for more information about pre-lesson and post-lesson activities.

## **10. Materials/References**

The relevant page numbers of the Pupil's Book and Teacher's Book have been given for the textbook-based lessons.

## **11. Differentiation strategies**

This column refers to Section 4, which lists seven strategies. It also provides advice tailored around the lesson specifics and expected challenges. Teachers should, however, consider the most suitable strategies for differentiating learning with each of their own individual classes, based on the learning needs of the pupils in those classes.

### 3. Pre-lesson and post-lesson tasks

**Pre-lesson activities** activate and review pupils' prior knowledge by, for example, reviewing relevant learning from a previous lesson or using a short activity as an opportunity for pupils to share what they already know about the lesson topic or language. Pre-lesson activities provide an opening to the lesson and get pupils in the right frame of mind for listening to and using English. They are often whole-class activities which are fun and engaging. Pupils are all active in these activities physically as well as mentally. This can help teachers to manage energy levels before settling pupils into their learning.

**Post-lesson activities** are short activities that take place at the end of lessons to review and consolidate the learning from a lesson. Although post-lesson activities can be fun and should not be too challenging so that pupils leave the class in a positive frame of mind, they are an important stage that should be planned by the teachers. During the post-lesson stage, teachers can conduct a quick and informal evaluation of the lesson and the pupils' understanding of the learning that has taken place. Post-lesson activities can be used for formative assessment and can give teachers an overall evaluation of the pupils' development and indicate any issues individual pupils might have. Evaluating learning in the post-lesson stage is particularly useful when new language is introduced for the first time or followed up from a previous lesson. Therefore, teachers should give careful consideration to the purpose of the post-lesson activities that they choose for their lessons. Post-lesson activities are **not** optional extras to be done if there is time. Teachers should plan and make sure to leave a few minutes for post-lesson activities, even if they are running short of time in their main lesson stages.

Each lesson includes a suggestion for pre-lesson and post-lesson tasks. Some of these are outlined in the Learning Outline, and sometimes teachers are directed to the textbook. In other lessons, teachers can refer to and choose a suitable task from the lists below. Teachers can also create their own pre- and post-lesson activities provided that they fulfil the function described above.

#### Suggested pre-lesson tasks

Below are 12 lesson tasks which teachers may choose from or adapt for the pre-lesson section within the Learning Outline in the Scheme of Work. These pre-lesson tasks are suitable to begin almost any skills-focused lesson and require minimal materials and preparation. They are simple for pupils to participate in. Teachers can, of course, use their own pre-lesson tasks whenever they think that these would be more suitable for the pupils they teach. Each pre-lesson task takes about 5–10 minutes of class time.

These tasks are the same for Primary Years 4–6. The language and vocabulary focus will be different, however, and some tasks can be modified for more proficient pupils, as noted in the task description.

Note: Those marked with an asterisk\* could be used at both pre- and post-lesson stages.

### **PRE-LESSON TASK 1: ABCs\***

AIM: To review vocabulary

MATERIAL: Board, notebooks and pens

1. Put pupils in small groups or pairs.
2. Orally, give pupils a letter of the alphabet and a topic (e.g. *M*; *A drink*).
3. Pupils work in their groups/pairs to write one (or more) word(s) beginning with that letter related to that topic (e.g. *milk*). Give a very short time limit, e.g. 10 seconds.
4. Repeat a few times.
5. Have pairs/groups share their answers with the class by coming out and writing on the board.

### **PRE-LESSON TASK 2: GUESS THE ANSWER**

AIM: To practise checking own predictions

MATERIALS: Board

1. Write questions on the board for a Listening or Reading text, that pupils will answer during the lesson.
2. Provide two or three possible answers for each question, for example, 'What did Sara do at the weekend?'
  - a. played football
  - b. watched TV
  - c. went shopping (make sure one is the correct answer!)
3. Ask pupils to guess which one they think is the correct answer.
4. Pupils listen to or read the text as part of the lesson and check their predictions.

### **PRE-LESSON TASK 3: SEQUENCE THE INFORMATION**

AIM: To practise putting information in a logical order

MATERIALS: Board

1. Write a list of events in the Listening or Reading text in a random order or use pictures to illustrate them. For example, if the text is a story, list the events in any order (*Mohamed went camping. He saw a mouse in the tent at night. His mother screamed! The mouse ran away.*)

2. Put pupils in pairs to decide on the order.
3. Invite pupils to compare their ideas in groups.
4. Pupils then listen to or read the text as part of the lesson and check their predictions.

#### **PRE-LESSON TASK 4: I'M GOING TO...**

AIM: To set individual lesson goals to develop pupil autonomy

MATERIALS: Notebook

1. Write on the board *In this lesson, I'm going to...*
2. Explain that pupils are going to write their own goals for the lesson. Give some realistic example goals that focus on observable behaviour or learning pupils may need to improve, such as *In this lesson, I'm going to speak in English with my friends* or *In this lesson, I'm going to remember at least two words*.
3. Elicit some more ideas from pupils.
4. Have pupils write one or two lesson goals in their notebooks.
5. Ask pupils to review their goals at the end of the lesson. This can be the post-lesson activity.

#### **PRE-LESSON TASK 5: SIT DOWN, STAND UP\***

AIM: To review topic vocabulary

MATERIALS: True and false sentences about the topic

1. Prepare some simple true/false sentences about the topic to check pupils' knowledge or to prepare them for the content of the lesson.
2. Read a sentence out, for example, if the topic is space, *We can't see the moon from the Earth*, *The sun is the biggest planet in our solar system*, etc.
3. If it is true, pupils stay sitting at their desks. If it is false, pupils stand up. Invite pupils to correct any false sentences. You could change the action to suit the topic of the lesson or to review other vocabulary, especially verbs.
4. If there is time, pairs of pupils can create their own true/false sentences to use with other pairs or with the whole class.

### **PRE-LESSON TASK 6: FINGER WRITING\***

AIM: To practise spelling of topic vocabulary

MATERIALS: Board

1. Choose some words that pupils will need for the lesson. These should be words pupils already know, so are reviewing.
2. Divide pupils into pairs.
3. Tell one pupil in the pair to look at the board, and the other pupil to cover their eyes or put their head down on the desk so that they can't see the board.
4. Write a topic word on the board, ask pupils to read and remember it, and then rub the word off the board. You could use a picture if pupils may benefit from using a visual aid.
5. Tell pupils who did not see the board to stand with their back to their partner while the partner writes the word on their back by using their finger.
6. Each pupil works out what word their partner is writing.
7. Reverse the roles so that each pupil gets the chance to write.
8. Repeat for other topic words and/or extend to phrase or sentence level, depending on the topic.

Note: When pupils know this activity, they can choose their own words.

### **PRE-LESSON TASK 7: BEAT THE TEACHER\***

AIM: To create interest in the lesson and to review and practise spelling of topic vocabulary

MATERIALS: Board

1. Choose a key topic word from the lesson.
2. Write lines to correspond to each letter on the board with a space in between as in the example below \_ \_ \_ \_ \_ (*planet*).
3. Draw a circle/oval on the board. It is a head without the parts (eyes, nose, ears, mouth, hair).
4. Explain that the aim of the game is to guess the word before the face is completed.
5. Tell pupils to put up their hands if they want to guess a letter.
6. If they guess correctly, write the letter into the correct letter space. If they guess incorrectly, draw one part of the head (e.g. the mouth or the hair). Write the incorrect letter on the side of the board to remind pupils it has already been used.
7. If pupils guess the word before the face is completed, they have beaten the teacher. If not, the



teacher has won!

Note: You can change the picture you build for this, perhaps using a topic-related picture, as long as it has a good number of parts (e.g. 6 or 7).

### **PRE-LESSON TASK 8: PREDICT THE CONTENT**

AIM: To help and prepare pupils for a Listening or Reading text

MATERIALS: Board and pictures

1. Ask pupils to look at a picture or pictures which accompany a Listening or Reading text they will have in the lesson, or tell them the title of the story, song, etc.
2. Ask pupils to work in small groups to predict words they might hear/read. Give groups a fixed time, e.g. 2 minutes.
3. Review their answers and provide correct spelling by writing the words on the board.
4. As pupils read or listen to the text in the lesson, they can check if any of their predictions are correct.

### **PRE-LESSON TASK 9: MEMORY CHAIN\***

AIM: To review topic vocabulary

MATERIALS: None

1. Ask pupils to stand or sit in circles.
2. Join one of the circles yourself to demonstrate the activity while others watch. Give the beginning of the memory chain sentence, for example: *Yesterday, I went to the supermarket and I bought an apple.*
3. Ask the pupil to your right to repeat the sentence and add another item: *Yesterday, I went to the supermarket and I bought an apple and a banana.*
4. The next pupil adds a third item: *Yesterday I went to the supermarket and I bought an apple, a banana and a cake.*
5. Continue in the chain. Either so that each pupil adds one item or until the chain is broken.
6. Repeat so that different pupils can experience more and less memory challenge.

Note:

You could make the chain alphabetical, which makes it more challenging to find a word, but easier to remember the previous words.

Limit the size of the groups to limit the number of words pupils need to remember.

Focus on vocabulary as well as pronunciation (intonation in lists), use and position of 'and', and use of articles.

Vary the sentence stem according to the topic of the lesson.

7. Give feedback on the chains of each group by inviting pupils to tell the class their chain(s).

#### **PRE-LESSON TASK 10: SAY WHAT'S MISSING\***

AIM: To review topic vocabulary

MATERIALS: Flashcards or real/plastic objects, a table and a cloth, or sheet

1. Choose about 7 or 8 topic words that pupils will need for the lesson.
2. Put flashcards or real objects of these vocabulary items on a table.
3. Ask pupils to work in pairs or small groups and to say the words.
4. Check briefly with the whole class.
5. Place a cloth over all the items on the table.
6. Take one or two vocabulary items away.
7. Remove the cloth, keeping the removed items in it.
8. Pupils say which items are missing.

Note: You can use pictures on the board with sticky tape or magnets, an overhead projector or an interactive whiteboard for this activity. Real objects (realia) are stimulating when available, though.

#### **PRE-LESSON TASK 11: WORDS THAT SOUND THE SAME (PHONICS)**

AIM: To practise distinguishing different sounds

MATERIALS: Board (or flashcards)

1. Choose some words that contain the sound(s) you are/have been working on and some other topic words you would like to review.
2. Write the words in chains of three or four on the board, containing one example of the phoneme you are focusing on, e.g. for /r/ *cat : dog : fish : rat*
3. Ask pupils to guess which word has the sound.
4. Say the words (you can say just the word or you could say it in a short sentence) to let pupils check their answers.
5. Ask pupils to read all the words aloud.

Note: This task can be adapted to have chains of rhyming words or as an odd-one-out (where one is different from the others). Pictures could be used instead of words to check vocabulary production rather than reading recognition.

### **PRE-LESSON TASK 12: WORD SALAD\***

AIM: To review vocabulary or language

MATERIALS: Word cards

1. Prepare word cards for each group or pair of pupils so that each set of word cards makes a sentence. You could have the same or different sentences for each group or pair. Prepare an extra set to use as an example. Vary the sentences according to the vocabulary and language to review as well as topic. You could also vary the level of complexity of the sentences.
2. Using the example set, put the word cards on the board, jumbled up.
3. Elicit from pupils how to change them to make a sentence.
4. Put pupils in pairs or groups of three or four. Give each pair/group one or more sets of cards.
5. Pupils work together to make a sentence from the word cards.
6. Invite pupils to tell the class their sentences or they could write them on the board for peer checking.

## Suggested post-lesson tasks

Below are 12 tasks which teachers may choose from or adapt for the post-lesson section within the Scheme of Work. These post-lesson tasks are suitable for ending almost any skills-focused lesson. They are simple for pupils to participate in. Each post-lesson task takes about 5–10 minutes of class time. Teachers can, of course, use their own post-lesson tasks to undertake formative assessment of learning whenever they think that these would be more suitable for the pupils they teach.

Please note that these tasks are the same for Primary Years 4–6. The language and vocabulary focus will be different, however, as these depend on the lesson and pupils' needs, and some tasks can be modified for slightly more proficient pupils, as noted in the task description.

Note: Those marked with an asterisk\* could be used at both pre- and post-lesson stages.

### POST-LESSON TASK 1: SPOT THE DIFFERENCES

AIM: To provide practice in listening for detail

MATERIALS: Text

1. Before the lesson, identify 3 or 4 factual changes you could make to a Listening or Reading text that pupils will work on in the lesson (e.g. *Mike's favourite season is winter* instead of *Mike's favourite season is summer*).
2. During the lesson, after pupils have worked on a Listening or Reading text and understood it, tell them they are going to listen to the text again but this time there are some differences.
3. Ask pupils to listen and put their hands up each time they hear something different from the original text, and to be ready to correct the difference.
4. Read out your text with changes.
5. Pupils listen and correct the differences to make it the same as the original.

### POST-LESSON TASK 2: MAKE CONNECTIONS

AIM: To review topic vocabulary and grammar

MATERIALS: Flashcards, pens and board

1. Before the lesson, choose or prepare between 3 and 6 flashcards that represent the content of a text that pupils will work on in the lesson.
2. During the lesson and after pupils have worked on the text, place the flashcards on the board and elicit ideas from pupils about items in the pictures.

3. Ask pupils how the pictures link to the text (e.g. if a flashcard shows some animals, the link may be *The story is about a farm*).

To extend, if time allows:

4. Put pupils into pairs and give them a short time (1 or 2 minutes) to tell each other everything they can remember from the text, using the flashcards to help them.
5. Ask pupils to tell you the connections they have made between the pictures and the text.
6. If you want pupils to practise Writing as well as Speaking, pupils could come up to the board and write information under the corresponding flashcard or work with a partner to write sentences about each picture.

### **POST-LESSON TASK 3: TEST MY FRIENDS**

AIM: To review topic vocabulary or language

MATERIALS: Notebooks

1. Put pupils in pairs. Ask 3 or 4 quiz questions about vocabulary, language or content of the lesson. Pupils write the answers in their notebooks.
2. Ask pairs to write a set or minimum number of questions to quiz their classmates.
3. Put pairs in groups so that there are 3 pairs (6 pupils) in each group. Have pupils ask and answer each other's questions in groups.
4. Give feedback as a class by asking groups to tell the class the most challenging questions.

### **POST-LESSON TASK 4: CORRECT THE MISTAKE**

AIM: To review topic language, and to review spelling and punctuation

MATERIALS: Board, words or sentences with errors from pupils' written work, notebooks

1. During the lesson, identify 4 or 5 words or sentences with mistakes that pupils made in a Writing or a Speaking task. These should be common mistakes made by more than one pupil which are related to the learning focus of the lesson (or previous lessons) and/or be correctable by pupils.
2. Write the sentences on the board (with the mistake).
3. Ask pupils to form groups or pairs to identify the errors and to correct them.
4. Elicit answers with the whole class.
5. Ask pupils – a different pupil for each mistake – to come up to the board to write the corrected versions.

### **POST-LESSON TASK 5: WHISPER AND WRITE\***

AIM: To review topic language and spelling

MATERIAL: Board

1. Draw 4 columns on the board.
2. Divide the class into 4 teams. Ask each team to stand in a line facing the board.
3. Give each pupil at the front of the line some chalk or a board pen.
4. Go to the back of the line and ask the 4 pupils at the back of each line to come to you. Whisper a topic word, phrase or short sentence (e.g. *Nahla loves camping*) or instruction (e.g. *Draw a huge fish and a tiny elephant*).
5. The pupils go back to their lines and whisper the topic language to the next pupil in the line. This continues until it reaches the pupil at the front of the line, who writes down the language, or follows the instruction.
6. Each team gets 1 point for a correct answer. The team who finishes first gets an extra point if their answer is correct. Depending on the focus of your lesson, you can insist on accurate spelling, or allow some mistakes. Alternatively, you can avoid giving points for these kinds of games but offer praise yourself and from the other pupils when teams do well.
7. Continue with new language or instructions. Change the order in the line each time (e.g. pupil at the front goes to the back, so that there is a new pupil at the front).

### **POST-LESSON TASK 6: MAKE A WORD LADDER\***

AIM: To review topic vocabulary, to practise spelling

MATERIALS: Board

1. Divide the class into 4 or 5 teams, depending on your class size. There should be about 4 or 5 pupils in each team.
2. Ask each team to stand in a line facing the board. Give each pupil at the front of the line some chalk or a board pen.
3. Write the lesson topic on the board (e.g. *School*) and draw a ladder of at least 4 spaces for each team (at least one for each pupil in a team).
4. The pupil at the front of each line writes a word connected to the topic at the bottom of the ladder. They then pass on the chalk or pen to the second pupil, who writes a word in the next space on the ladder. Pupils can help each other with spellings if needed.

5. You can either continue until each pupil has had a turn to write a word or you can continue for a fixed time, e.g. 3 minutes, if you have more time available.

Each team gets 1 point for a word which is related to the topic and correctly spelled. If a team has a word which no other team has, they get an extra point. Alternatively, you can avoid giving points for these kinds of games but offer praise yourself and from the other pupils when teams do well.

### **POST-LESSON TASK 7: READ YOUR FRIEND'S MIND**

AIM: To review topic vocabulary, to practise Listening, Speaking and Reading

MATERIALS: Board

1. Write target language on the board (e.g. *food, like/love/don't like*): about 5–7 target items is a good number. Write a number in front of each target language item.
2. Quickly review the target language with pupils.
3. Ask a pupil to come to the front and whisper to you or write down on a piece of paper the number of the target language item she is thinking of.
4. Give the pupil about 5 seconds to pretend to 'transmit' the word or message in their mind to their classmates, who pretend to be mind readers.
5. The other pupils write down the number they think the pupil at the front has chosen. If your class is large, pupils can work in pairs to agree a number together and write it down.
6. Quickly check around the class, asking each pupil to say the phrase they guessed.
7. The pupil at the front keeps a score by ticking or making a mark on the board against the number of each target language item suggested.
8. Calculate the pupil's score. For example, if they were thinking of the phrase *I like pizza*, and 4 pupils guessed this correctly, the pupil scores 4 points.
9. Repeat this with a new pupil coming to the front, to see if they can beat the score of the previous pupil.

### POST-LESSON TASK 8: TEST YOUR MEMORY

AIM: To review topic vocabulary and grammar (e.g. *some/any*)

MATERIALS: Picture in the textbook with some details in it, or a picture you have chosen from another source

1. Make sure that each pupil can see the textbook picture or your chosen picture.
2. Give them 1 minute to look at the picture and remember what's in it.
3. Ask them to close their books. Hide the picture if you are not using the textbook.
4. Make true/false statements (e.g. *There are some purple flowers in the picture*).
5. Pupils tell you if your statements are true or false, and correct any false statements.
6. Divide the class into groups and ask pupils to continue the game in their groups: give them more time to look at the picture if they need to do this in order to make their statements.

### POST-LESSON TASK 9: WHAT ABOUT ME?

AIM: To review and personalise topic content or vocabulary, and encourage pupils to make links between English learning and their own lives

MATERIALS: Board and/or pictures, notebooks

1. Choose some key words, phrases, expressions or language from the lesson. Write the words on the board and ask pupils to read them.
2. Look at the board and act as if you are thinking carefully. Say: *What about me?* Choose and circle one of the pictures/words. This should be something you can connect to your personal life (e.g. *a cat* – you like cats or you have a cat).
3. Pupils ask you yes/no questions to find out why you circled *cat*, e.g. *Do you have a cat?*
4. Ask pupils to do the activity in pairs by telling the word to their partner, who should try to guess what the connection is using yes/no questions.



### POST-LESSON TASK 10: WHAT ABOUT YOU?

AIM: To reflect on and share learning

MATERIALS: Notebooks

1. Act as if you are thinking and say: *What can you remember?* Give a key word from the lesson. Write it on the board.
2. Invite some pupils to tell you by asking: *What about you? What can you remember?* Write their answers on the board. Note that it may be vocabulary, language or content.
3. Ask pupils to work in pairs to share what they remember from the lesson. They should note their answers in their notebooks.
4. Review some of the pupils' learning by asking volunteers or nominating pupils to tell the class what they have written.

### POST-LESSON TASK 11: PEER MEDALS AND FUTURE MISSIONS

AIM: To reflect on learning and offer peer feedback

MATERIALS: Notebooks

1. Using the Missions and Medals model, ask pupils to give feedback on their partner's participation in the lesson (or recent lessons). Guide the focus of the feedback, for example on use of the target language, participation in group work, pronunciation, accuracy etc.
2. Pupils prepare by making notes in their notebooks. First, they give the 'medals' (for example three things their partner did well), then set one 'mission' (what the partner could improve on in future lessons).  
If you do this activity regularly, pupils will become better at giving useful, constructive feedback to their partners. Encourage pupils to develop these skills by gradually increasing the task, for example by asking pupils to suggest *how* their partner can improve, or by saying how they could help their partner.
3. Pairs give their feedback orally to one another.  
Be sure to monitor carefully, especially when this activity is new to pupils.
4. If time allows, collect some of the 'medals' from pairs by inviting pupils to share their positive feedback with the class.

## **POST-LESSON TASK 12: LEARNING JOURNAL**

**AIM:** To reflect on learning and to develop critical thinking and independent learning skills

**MATERIALS:** Notebooks (or separate learning journal)

1. At the beginning of the year, introduce the idea of a learning journal, where pupils reflect on what they have learnt during a lesson or series of lessons. For example, they can talk about:
  - Something they did well (e.g. a language skill)
  - Something they are proud of
  - A goal they reached
  - New words they learned
  - New language they learned
  - How they worked co-operatively with other pupils
  - Something they would like to do better in future
  - A goal for an upcoming lesson(s)
2. Allow time for explanation when you first ask pupils to keep learning diaries. You may want to prepare a model and/or use pupils' L1.
3. Pupils will probably not reflect in detail or deeply at first, but their reflection skills will develop if you ask them questions and guide their diary-keeping.
4. Remember to collect in their diaries and make positive comments on the content. Avoid marking diaries for language accuracy or grading them in any way.  
If you ask pupils to keep a learning diary regularly, they will soon be able to do them more quickly and will become skilled at it.

## 4. Differentiation strategies for Primary pupils

The Scheme of Work suggests at least one differentiation strategy for each lesson. These suggestions are related directly to the focus of that lesson and are often similar to the strategies below. However, every class is different, and teachers are encouraged to reflect on the learning needs of their individual pupils in each class in order to select and adapt the strategies they use in a lesson. They may choose to follow the suggestions in the Scheme of Work, and/or follow one or more strategies from the list below.

### Strategy 1: Differentiate by the task pupils are given

If teachers are using the same task for the whole class, using open-ended tasks such as brainstorming allows a large number of correct responses. Open-ended tasks (e.g. *Tell me the food words you know* or *What will happen next?*) allow more proficient pupils to contribute more unusual words, more complex language, or more original ideas. Sometimes, the teacher can also give different tasks to more proficient and less proficient groups of pupils according to their needs and interests: see Strategy 5 for more on this.

### Strategy 2: Differentiate by the type and amount of support provided

The teacher can support pupils to understand and use language with:

- their own instruction (e.g. *It's an animal we have in Malaysia. It begins with the letter M. It lives in the trees in the jungle.*)
- with gestures
- with visuals (e.g. flashcards on the board to help pupils understand or use vocabulary)
- with written words (e.g. written words on a worksheet or the board to help pupils with spelling).

Different types and amount of support can be given to less proficient pupils, depending on their needs, and extra challenge can be provided for more proficient pupils. For example, you can give more proficient pupils more verbal instructions without using gestures.

### Strategy 3: Differentiate by the outcome expected from pupils

The teacher may expect more language from some pupils, and less from others. The main aim is that every pupil says or writes something, so that they feel successful. Two useful strategies here are:

### **A. Compulsory plus optional**

Here, the teacher sets pupils targets such as *With your partner, write 2 sentences or more, or In your group, write 5 words or more*. The minimum target (2 sentences, 5 words) is compulsory, and everyone needs to achieve this to be successful. But the 'or more' is optional, and gives a chance for more proficient language pupils to challenge themselves. Some pupils will stop at the minimum target at first, but with more practice, they will soon get the idea of going beyond the minimum target.

### **B. Remember and share**

If pupils are asked to remember and share, they have to tell the teacher words or ideas they learned in a previous lesson or task (e.g. *Look at the objects on my table. In one minute, I'll cover them... Now, share with your group what you remember. Make a list together and then tell me*). Sometimes, less proficient pupils have good memories, so as well as different outcomes, this task also allows different pupils to make successful contributions to a group task.

### **Strategy 4: Differentiate by the time pupils are given to complete a task**

Some pupils need longer than others to complete tasks, especially when writing is involved. When it is appropriate, these pupils should be given a little more time to finish, and extra tasks for pupils who complete the task early should be provided (e.g. *Note another example from your imagination; Try to name all the things in this picture in the textbook; Talk with your friend in English: you choose what to talk about*). Rewarding fast finishers with something 'fun' to do (such as playing with toys or drawing a picture) should be avoided, as this will encourage pupils to work quickly, rather than to work carefully at their own speed. Extra tasks should extend and enrich learning.

### **Strategy 5: Differentiate by supporting individual learning preferences and needs**

When appropriate, teachers can support preferences by letting pupils make choices about what they do and how they do it. Sometimes, for example, pupils decide for themselves which tasks they want to do (e.g. the gestures they create for an action song, or a revision game), depending on the ways they prefer to learn (for example visually, through speaking or listening, or through movement).

Different pairings and groupings will allow pupils to work in different ways – teachers can sometimes pair up pupils who can help and support each other (e.g. one who can write well and one who still has difficulty writing) or who enjoy working together. Sometimes teachers might want to mix girls and boys, or have single-sex pairs/groups. In some tasks, pupils can be assigned different roles to do, for example a group manager, writer or artist. Teachers should make sure to vary pairings and groupings over time.

Teachers can support needs by setting individual tasks and targets for pupils based on teacher assessment. For example, if a number of pupils are not able to read fluently yet, a teacher might decide on a reading target for each pupil and provide them with different tasks from those pupils who can already read English very well. If a few pupils are very proficient or fast readers, they could be given extra tasks.

**Strategy 6: Differentiate by the types of question asked**

Closed questions are questions in which the choice of possible answers is limited. They often involve very short responses. Open questions usually have more possible answers, and longer responses. Asking closed questions to less proficient pupils (e.g. *Which boy is James? Is he eating noodles or rice?*) gives them a chance to produce accurate answers, as they are usually easier to answer than open questions. Asking open questions to more proficient pupils (e.g. *What can Mandy do now?* or *How do you think Maya feels at the end of the story?*) provides extra challenge. As less proficient pupils grow in confidence and competence, teachers can ask them more open questions. Sometimes there are also good reasons for asking more proficient pupils easier questions, as this involves them in the lesson and helps the pace of the lesson.

**Strategy 7: Differentiate by the feedback given**

Feedback given to pupils should be varied according to their ability to act on the feedback. For example, if a pupil who is less proficient at Writing has tried hard and produces work with a number of misspellings or grammatical mistakes, feedback can be given on what they did well, and only 2 or 3 common misspellings or mistakes highlighted. The pupil should respond to this feedback because the suggested improvement is achievable for them. If a stronger pupil writes well and makes 2 mistakes, the teacher can tell them the lines in which the mistakes are, and perhaps the kind of mistakes they are, and ask them to find and correct them. The pupil should be able to respond to the extra challenge built in to this feedback. The same principle applies to giving feedback on pupils' spoken language.

## 5. Glossary of terms in Year 6 SJK

Each lesson in the Scheme of Work includes a Learning Outline with guidance for delivering a lesson. Teachers may find the following explanations of important terms used in Learning Outlines useful.

Term in Year 6 SJK Scheme of Work	Meaning
<i>brainstorm (vb)</i>	This is when pupils work with one or more other pupils to put all their ideas together. They should be able to give all their ideas without worrying about accuracy. It may be listing, categorising etc.
<i>consolidation (n)</i>	This is a lesson or lesson stage when language and/or skills are reviewed, and built upon. It aims to remind learners of new vocabulary, grammar and functional language presented in previous lessons, and it can also be used to extend an area of study and challenge stronger pupils.
<i>coordinating conjunction (n)</i>	These are words which connect sentences or parts of sentences together, such as <i>but</i> , <i>so</i> . They are also known as <i>cohesive devices</i> .
<i>differentiation (n)</i>	Differentiation is the variety of teaching techniques and lesson adaptations that teachers use to teach a class with diverse learning needs.
<i>discourse skills (n)</i>	Discourse is any speech or writing that is longer than a sentence, e.g. a conversation. At this level, pupils are beginning to use more language, so teachers will support pupils in developing these skills in Year 6 SJK.
<i>drill (vb)</i>	Drilling is where the pupils hear a word, phrase or sentence and repeat it. Often the teacher says the words and pupils repeat it a few times, but the word may be recorded and pupils may repeat more/fewer times, individually/in pairs/in groups. This gives practice in pronunciation and helps pupils remember. It can be done in different fun ways.
<i>elicit (vb)</i>	This technique is where the teacher gets the information, answer, and language from pupils, rather than telling them. It will help the teacher see what pupils know and makes pupils more active in their learning and language use.
<i>fast finishers (n)</i>	Pupils who are able to work at a faster pace on a specific task than the majority of pupils in a class. They are therefore ready to move on to the next task sooner than the majority of pupils because they finish earlier than the others.
<i>feedback (n) / feedback (vb)</i>	This is the response given to something a pupil does. It can be in writing or it can be spoken, and it can be given by the teacher or peers. Feedback should always be motivating, formative and constructive (i.e. it should show the pupils what they did well and how they can improve in a child-friendly way).
<i>gapped text (adj)</i>	This is a text which has missing words or phrases. Pupils should read and decide which words or phrases complete the text. This is also known as a 'fill in the blanks' activity.

<i>gist (n)</i>	Listening or reading for global/general understanding.
<i>Letter/word jumble (n)</i>	This kind of activity is where pupils have words from a sentence in a mixed-up order, and should re-order them to form a correct sentence, focussing on sentence structure and form. This can also be done with letters to make a word, and will support spelling skills.
<i>mingling activity (n)</i>	When pupils mingle, they move around the classroom and talk to several different pupils. They may choose who they speak to, or they may have to speak to a certain number of pupils to complete a task, e.g. <i>Find six pupils in the class who have a pet cat.</i>
<i>monitor (v)</i>	Teachers monitor when they walk around the classroom to see and watch pupils. This is to check that they know what to do, that they are doing what they should be doing, to answer any questions and, importantly, to check their work and give individual support and feedback.
<i>peer-assessment (n)</i>	This is when pupils give feedback to other pupils on specific aspects of their learning, such as a specific aspect of the quality of their speaking. The feedback can take the form of two things that were good (stars) and one area for improvement (wish).
<i>phoneme (n)</i>	Phonemes are the sounds that make up words in spoken language.
<i>post-lesson (adj)</i>	Activity at the end of a lesson to review and consolidate the learning.
<i>pre-lesson (adj)</i>	Activity at the beginning of a lesson to activate pupils' prior knowledge.
<i>pre-teach (vb)</i>	Sometimes teachers need to teach pupils key language before they listen or read a text or do a speaking or writing activity. This will help them understand the text and/or achieve the activity objectives.
<i>prior knowledge (n)</i>	Knowledge and skills which pupils already have, possibly acquired from previous lessons or previous years.
<i>realia (n)</i>	These are the 'real thing', used in the classroom as props to help pupils learn and remember language. For example, the teacher shows an apple to teach the word 'apple', rather than using a picture.
<i>self-assessment (n)</i>	This is when pupils are asked to assess themselves on specific aspects of their learning. For example, learning diaries kept by pupils can reveal areas that need clarification or specific skills that need further development.
<i>sentence starter (n)</i>	This is a type of support strategy to help learners communicate their ideas, opinions or thoughts. For example, when describing an image: We think the picture on the left looks _____. The bar chart shows us there are _____.
<i>target language (n)</i>	This is the language teachers want pupils to use and learn in the lesson.
<i>TPR activity (n)</i>	TPR = Total Physical Response. This is a way of teaching which combines movement and language to help pupils learn more deeply. It also lets teachers check understanding. Pupils listen and mime only, or they can mime and repeat at the same time.

Each lesson in the Scheme of Work contains specific Content and Learning Standards. Teachers may find the following explanations of some of the terms useful.

Page in Curriculum Framework	Term in Year 6 Curriculum Framework	Meaning
<b>Listening</b>		
2	<p>Listening 1.1.1</p> <p>Recognise and reproduce <b>independently</b> a wide range of target language phonemes</p> <p>See also 4.3.2</p>	<p><b>independently</b></p> <p>By the end of Year 6, pupils will be expected to be independent users of English in several areas. This means that they can understand and/or use language without the support of the teacher, so do not generally need models and other support.</p>
2	<p>Listening 1.1.1</p> <p>Recognise and reproduce independently <b>a wide range of target language phonemes</b></p>	<p><b>a wide range of target language phonemes</b></p> <p>Phonemes are the sounds that make up words in spoken language. By the end of Year 6, pupils should be able to hear and say most of the phonemes, including most of the less common ones, such as /ɔɪ/ or /aʊ/, without support.</p>
3	<p>Listening 1.2</p> <p>Understand meaning in <b>a variety of familiar contexts</b></p>	<p><b>a variety of familiar contexts</b></p> <p>Familiar contexts are ones which pupils know and are relevant to pupils' lives inside and outside of school. Examples include contexts linked to topics covered in the Year 6 textbook, such as outdoor activities and travel.</p> <p>Pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Please consider your local context to decide what is familiar to your pupils.</p>



3	<p>Listening 1.2.1</p> <p>Understand with little or no support the main idea of <b>longer simple texts</b> on a range of familiar topics</p> <p>See also Listening 1.2.2</p>	<p><b>longer simple texts</b></p> <p>Longer simple texts are those with more than four or five utterances or sentences. They usually contain more than one paragraph. They should be easy for pupils to understand.</p>
4	<p>Listening 1.2.2</p> <p>Understand with little or no support <b>specific information</b> and details of longer simple texts on a range of familiar topics</p> <p>See also Reading 3.2.2</p>	<p><b>specific information</b></p> <p>Specific information is in the details of a text. Pupils may listen to a text and try to identify a number, name or another piece of particular detailed information. They may not be focussed on the overall general meaning of a text, however.</p>
5	<p>Listening 1.2.3</p> <p>Understand with little or no support <b>longer simple narratives</b> on a range of familiar topics</p>	<p><b>longer simple narratives</b></p> <p>Longer narratives are stories or sequences of events which are usually more than 15 lines long, and may be considerably longer in some forms, such as a book or comic. Simple narratives contain language which pupils can understand, and which is familiar. In Year 6, narratives should be on a range of different topics which are familiar to pupils.</p> <p>Please use your own judgment when selecting such narratives, based on the level, context and interest of the pupils you teach.</p>
6	<p>Listening 1.2.4</p> <p>Understand <b>longer sequences of supported classroom instructions</b></p>	<p><b>longer sequences of supported classroom instructions</b></p> <p>Classroom instructions are the instructions teachers use to direct pupils to do activities. In Year 6, these should be longer and slightly more complex, for example using full sentences and combining several instructions into a sequence (e.g. <i>First, I'd like you to listen to the people talking. As you listen, please write down the names of three places the man talks about. You can use your exercise book. Then, we will...</i>) Support classroom instructions using modelling, demonstration, miming and closed questions to check understanding of all pupils.</p>

7	<p>Listening 1.2.5</p> <p>Understand <b>more complex supported questions</b></p>	<p><b>more complex supported questions</b></p> <p>Supporting questions involve using mime and gesture, modelling and routines. This also includes using pictures and objects to visually support meaning. By the end of Year 6, pupils are expected to hear and understand questions which use more complex language (e.g. <i>Can you tell me if the man went to the shop?</i>) or require more complex skills (e.g. <i>Which one do you think is better? Why?</i>)</p>
8	<p>Listening 1.3</p> <p>Use appropriate <b>listening strategies</b> in a variety of contexts</p>	<p><b>listening strategies</b></p> <p>Listening strategies are the techniques we use when we listen, i.e. what we do to help us understand when we listen. For example, predicting what we'll hear, guessing the meaning of words we don't know.</p>
8	<p>Listening 1.3.1</p> <p>Guess the meaning of <b>unfamiliar words</b> from clues provided by <b>other known words</b> and <b>by context</b> on familiar topics</p> <p>See also Reading 3.2.3</p>	<p><b>unfamiliar words</b></p> <p>These are words pupils do not know or understand in English.</p> <p><b>other known words</b></p> <p>These are the words pupils already understand. They may also be able to use them.</p> <p><b>by context</b></p> <p>Context is the information around the word. It can be related to the language or to the information.</p>

Speaking		
9	<p>Speaking 2.1</p> <p>Communicate <b>simple information</b> intelligibly</p>	<p><b>simple information</b></p> <p>Simple information is frequent, everyday information which is simple cognitively. Examples include pupils talking about themselves, giving personal information or saying what they like. The Year 6 textbook provides frequent opportunities for pupils to communicate simple information orally.</p>
9	<p>Speaking 2.1.1</p> <p>Give <b>detailed information</b> about themselves and others</p> <p>See also Writing 4.2.1</p>	<p><b>detailed information</b></p> <p>In Year 6, pupils will talk in more detail about themselves, their background, their opinions, preferences and experiences. This information is still familiar to pupils and related to their own lives or to the lives of other people.</p>
14	<p>Speaking 2.2.1</p> <p>Keep interaction going in <b>short exchanges</b> by checking understanding of what a speaker is saying</p>	<p><b>short exchanges</b></p> <p>An exchange is a dialogue – that is, when there are 2 (or more) people communicating. A short exchange will usually include 2 turns but could include up to 4 or 5 turns if they are short (e.g. a few words or phrases, or a fixed phrase). For example, Pupil's Book p.51, Exercise 3.</p>
15	<p>Speaking 2.2.2</p> <p>Agree <b>a set of basic steps</b> needed to complete <b>extended classroom tasks</b></p>	<p><b>a set of basic steps</b></p> <p>These steps refer to the procedures for carrying out an activity in the classroom. They should be clear, short and easy to understand and will appear in a short sequence.</p> <p><b>extended classroom tasks</b></p> <p>These are tasks which are longer than a short activity, e.g. a group project. Pupils will work with others to discuss the steps they need to take. For example: <i>First, I think we need to choose an animal. Then, shall we look for some pictures together?</i></p>

16	<p>Speaking 2.3.1</p> <p>Narrate <b>short basic stories, events and experiences</b></p>	<p><b>short basic stories, events and experiences</b></p> <p>Where pupils are asked to tell stories themselves, they are narrating the story. They may also be recounting an event which is familiar to them or talking about an experience they have had. If written down, the texts should consist of one or two short paragraphs and be simple in nature; or they may be unscripted. They may be pupil-made or be based on other input.</p>
<b>Reading</b>		
21	<p>Reading 3.2.1</p> <p>Understand the main idea of <b>simple longer texts</b> See also 3.2.2</p>	<p><b>simple longer texts</b></p> <p>Texts in Year 6 are generally around 100 words or more, depending on the text type. Texts should remain simple, on topics familiar to pupils, and the language should be clear, familiar and not complex.</p>
24	<p>Reading 3.2.4</p> <p>Use with some support <b>familiar print and digital resources</b> to check meaning</p>	<p><b>familiar print and digital resources</b></p> <p>These are resources which pupils will use when reading to check their understanding or find out the meaning of unfamiliar words. Print resources may include monolingual dictionaries, glossaries etc., which pupils will have used in previous years. Digital resources may include online dictionaries, apps or CD-ROM-based resources.</p>
25	<p>Reading 3.3.1</p> <p>Read and enjoy <b>A2 fiction/non-fiction print and digital texts</b> of interest</p>	<p><b>A2 fiction/non-fiction print and digital texts</b></p> <p>These are reading texts for young learners of English at CEFR A2 level. Examples include stories, poems, quizzes, reference books, appropriate websites etc.</p>

Writing		
28	<p>Writing 4.2</p> <p>Communicate <b>basic information</b> intelligibly for a <b>range of purposes</b> in print and digital media</p>	<p><b>basic information</b></p> <p>Basic information means the same as simple information (see Speaking 2.1 above), i.e. frequent, everyday information. Examples include pupils talking about themselves, other people and things they know about, or giving personal information. The Year 6 textbook provides frequent opportunities for pupils to communicate basic information in writing.</p> <p><b>a range of purposes</b></p> <p>The range of purposes is described in the learning standards for Years 1-6. These purposes involve finding out about and giving personal details and opinions.</p>
32	<p>Writing 4.2.5</p> <p>Connect sentences into two <b>coherent paragraphs</b> or more using <b>basic coordinating conjunctions</b> and <b>reference pronouns</b></p>	<p><b>coherent paragraphs</b></p> <p>These are paragraphs which are made up of sentences that fit together in meaning and through appropriate use of linking words. By the end of Year 6, pupils should be able to write two or more paragraphs.</p> <p><b>basic coordinating conjunctions</b></p> <p>These are linking words which join words, phrases, sentences or parts of sentences to bring them together. They should continue to be simple in Year 6, such as <i>and</i>, <i>but</i>, <i>so</i>.</p> <p><b>reference pronouns</b></p> <p>A word which represents a noun. In Year 6, these should be simple, such as <i>this/that</i>, <i>his/hers</i> etc.</p>

33	<p>Writing 4.3.1</p> <p>Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at <b>discourse level</b></p>	<p><b>discourse level</b></p> <p>The writing should be longer than a single sentence.</p>
34	<p>Writing 4.3.2</p> <p>Spell most <b>high frequency words</b> accurately in independent writing</p>	<p><b>high frequency words</b></p> <p>High frequency words are words which pupils use often in Primary classroom activities, especially in writing, e.g. common verbs: <i>be, come, like</i>; common adjectives: <i>cold, happy, beautiful</i>; common nouns: <i>school, sister, computer</i>, etc.</p>
35	<p>Writing 4.3.3</p> <p>Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to <b>feedback</b></p>	<p><b>feedback</b></p> <p>Feedback (positive and constructive) may come from the teacher or from other pupils (peer feedback). It is also possible for pupils to review drafts of their own writing and revise them based on this. In this case, the feedback would come from self-assessment.</p>

## 6. Scheme of Work: Lessons 1–96

### Welcome Unit

#### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Welcome Unit)

WEEK:	LESSON: 1 (Reading 1)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends		
	TOPIC: Welcome	CROSS-CURRICULAR ELEMENT (CCE): Language; Values	LANGUAGE/GRAMMAR FOCUS: Present simple to describe personality (e.g. <i>I'm kind Sara.</i> ) and expectations (e.g. <i>This year I want to...</i> )		
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE		MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p> <p><b>Complementary Skill</b> Writing 4.2.4</p> <p>Describe personality</p>	<p><u>Pre-lesson</u></p> <p>1. Play vocabulary game to activate knowledge of words learned in previous years. Focus on word sets pupils will use in this lesson (personality adjectives, family, school subjects, free-time activities and holidays). Choose an activity from the pre-lesson task list in Section 3 of this document.</p> <p><u>Lesson delivery</u></p> <p>2. Introduce yourself and describe your personality with an adjective, e.g. <i>Hi! I'm kind Sara.</i> Have pupils brainstorm personality adjectives and introduce themselves in groups. Ask pupils to make name cards (this could be done at home) showing their personality and their name.</p> <p>3. Ask the pre-reading question in the Teacher's Book for Warm-up: The big picture (<i>Where are they?</i>). Then ask pupils to read the short texts in the Pupil's Book, p.4. Ask pupils which of the children they agree with most and what they would like to learn about this year.</p> <p>4. Ask for two or three volunteers to introduce themselves to the class using the texts as a model. Ask all pupils to introduce themselves to their partner, using the texts and the volunteers as a model. Monitor as pupils do this to get an impression of individuals' levels in your class.</p> <p>5. Follow the instructions in the Teacher's Book, p.18, for Activity 1. Pupils listen to the four children talking about themselves. Have them read the audio script as they listen.</p> <p>6. Pupils read the script again. Ask a question to check their overall understanding of the text, for example: <i>Which child are you similar to?</i> Pupils tell their partner.</p> <p>7. Ask pupils to note two things about themselves in their notebooks.</p> <p>8. Using these notes and the personality adjective, ask pupils to write at least two sentences about themselves.</p> <p><u>Post-lesson</u></p> <p>9. Pupils introduce themselves in new groups by reading their self-introduction.</p>		<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 4–5</p> <p>Exercise(s): 1</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 18-19</p> <p>Copy the audio script for each pupil</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking some pupils to explain more about their personality, their expectations for the year and what they hope to contribute to the class (CCE: Values).</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Welcome Unit)

<b>WEEK:</b>	<b>LESSON: 2 (Listening 1)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Welcome	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present simple for defining vocabulary (e.g. <i>This is a person who...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Listening 1.1</p> <p>Recognise and reproduce target language sounds</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Listening 1.1.1</p> <p>Recognise and reproduce independently a wide range of target language phonemes</p>	<p><u>Pre-lesson</u></p> <p>1. Play a game to introduce the two topics (jobs &amp; places), for example <i>Beat the Teacher</i> (see Pre-lesson Task 7).</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Warm-up in the Teacher's Book, p.20 – pupils listen to words and categorise them.</p> <p>3. Follow the instructions for Activity 1 (Teacher's Book, p.20) – pupils find words in the picture.</p> <p>4. Review answers to Step 3 by having pupils listen to the word and point to the picture. Drill the new words as they point. Focus on difficult sounds and word stress of longer words such as <i>photographer</i>, <i>businesswoman</i> and <i>police officer</i>. Ask pupils to count the syllables with their fingers and highlight the stressed syllable as they say the longer words.</p> <p>5. Read aloud the definitions you have prepared. Pupils listen to your definitions and try to find the words you are describing. They should write the words. [E.g. <i>This is a person who rides the waves on a board</i>].</p> <p>6. Check answers and draw attention to spelling where needed.</p> <p>7. Have pupils prepare some similar definitions and play the game in small groups.</p> <p><u>Post-lesson</u></p> <p>8. Review learning by asking pupils to say which words they often use in their own daily lives.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 6–7</p> <p>Exercise(s): 1</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 20</p> <p>Prepare 4 or 5 definitions for vocabulary items</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider pre-writing some definitions for less proficient pupils to choose from in Step 7.</p>



## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK: _____	<b>LESSON: 3 (Language Arts 1)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Messing About	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Reported speech (e.g. <i>He said he sat in some glue.</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>Pupils look at the pictures around the poem and talk about them.</li> <li>Pupils guess what the poem is about.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>Recite the poem and pupils repeat after.</li> <li>Pupils do gestures as they recite the poem e.g. <i>jumping, kicking, thirsty, sticky</i></li> <li>Elicit from the pupils on who they can relate to best: Jumping John, Kicking Kirsty, Mad Mickey or Fat Fred.</li> <li>Demonstrate how to perform a jazz chant for the first stanza.</li> <li>Help pupils to identify the stress and rhythm by clapping hands or snapping fingers in time to the beat.</li> <li>In groups, pupils recite the poem in a form of a jazz chant.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>Pupils assess each group's recitation using Two Stars and a Wish: two things that are good (<i>stars</i>) and one thing that can be improved (<i>wish</i>).</li> </ol>	<p><i>Anthology of Poems for Year 4,5, and 6</i></p> <p><i>Messing About</i> by Michael Rosen</p> <p>Page: 27</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry</p>	<p>Differentiate learning according to the needs of your pupils and class.</p> <p>Please see the seven differentiation strategies listed in Section 4.</p> <p>In addition, you may want to consider pairing less with more proficient pupils, so they can help support each other in Step 8.</p>
<p><b>Complementary Skill</b> Listening 1.1</p> <p>Recognise and reproduce target language sounds</p>	<p><b>Complementary Skill</b> Listening 1.1.1</p> <p>Recognise and reproduce independently a wide range of target language phonemes</p>			

## Unit 1

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

WEEK: _____	<b>LESSON: 4 (Reading 2)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Global Sustainability; Science & Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Introduction to past simple & past continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Reading 3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Write electricity on the board and have pupils brainstorm uses of electricity in small groups. This could be done as a game.</p> <p><u>Lesson delivery</u></p> <p>2. Elicit different meanings of the word <i>power</i>, including as a synonym for <i>electricity</i>. Follow the instructions in the Teacher's Book, p.22, for Activity 1. Pupils discuss the questions.</p> <p>3. Talk to the pupils about prediction skills in reading (see 'Teaching Star', Teacher's Book, p.22) and encourage prediction based on the pictures.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.23. Pupils analyse the text to decide on the text type.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.23. Pupils further analyse the text to identify different features of it.</p> <p>6. Follow the instructions for Activity 4 in the Teacher's Book, p.23. Pupils search for words in the text and use context clues to guess meaning.</p> <p>7. Follow the instructions for Activity 1 in the Teacher's Book, p.24. Pupils look for detail in the text to answer questions.</p> <p>8. Ask pupils to re-read the text to find something interesting and tell their partner.</p> <p>9. Talk to pupils and lead a discussion about our increasing need for and reliance on electricity and power as we use more and more electronics (CCE: Global sustainability and Science &amp; Technology).</p> <p><u>Post-lesson</u></p> <p>9. Follow instructions for the Cooler memory game activity in the Teacher's Book, p.23.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 8–10</p> <p>Exercise(s): 1–4; 1</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 22–24</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider giving step-by-step guidance at Step 6. This may be a new skill for pupils. If some of your pupils may find this difficult, you could give them alternative definitions to choose from or create a word-definition matching activity.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

<b>WEEK:</b>	<b>LESSON: 5 (Writing 1)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple & continuous for interrupted actions with <i>when</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Speaking 2.3.1</p> <p>Narrate short stories, events and experiences</p>	<p><u>Pre-lesson</u></p> <p>1. Briefly review the text from the previous lesson by asking some true/false questions. Then have pupils discuss the questions in Activity 3 (Pupil's Book, p.10).</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.26. Pupils see and analyse the new language.</p> <p>3. Follow the instructions in 'Personalisation' in the Teacher's Book, p.26. Pupils relate the new language to their own lives.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.26. Pupils read and choose the correct words.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.27. Pupils use prompts to make sentences.</p> <p>6. Pupils work in pairs. They cut a piece paper into 6, 8 or 10 equal small pieces of paper using a grid. On each small piece of paper, they write a sentence in the past simple. Write an example on the board to show pupils what to do. They can use the examples in Activity 3 for ideas.</p> <p>7. In pairs put the small papers together in a pile. In turns, they take two papers from the pile and try to make a sentence using the target language (e.g. <i>I was xxx-ing when xxx.</i>) <i>Pupils write the sentences in their notebooks.</i></p> <p>8. Have some pairs tell the class any funny sentences they made.</p> <p><u>Post-lesson</u></p> <p>9. Choose a post-lesson task from Section 3 to review content and/or language pupils had difficulty with during the lesson.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 10–11</p> <p>Exercise(s): 3; 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 26–27</p> <p>Plain paper for each pupil</p> <p>Scissors</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>At Steps 3 and 6, differentiate by the number of sentences/cards pupils create.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

<b>WEEK:</b> _____	<b>LESSON: 6 (Speaking 1)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple & continuous for interrupted actions with <i>when/while</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Speaking 2.3.1</p> <p>Narrate short stories, events and experiences</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Use the clock/clock face to show different times. Ask pupils to tell their partner what they were doing at that time yesterday/on Saturday/etc. Monitor and remind pupils of the use of past continuous if necessary.</p> <p><u>Lesson delivery</u></p> <p>2. Introduce the pupils to the dictionary in the Pupil's Book (see Vocabulary instructions in the Teacher's Book, p.28).</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.28. Pupils are introduced to the dialogue.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.28. Pupils read and complete the text with <i>when</i> or <i>while</i>.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, pp.28–29. Pupils match actions and activities.</p> <p>6. Pupils work in pairs. They take one or two ideas from Activity 3 or from the unit as a whole, or they use their own ideas to create a story. Pupils make detailed notes about their story in pairs and practise telling their story. Remind pupils to use the target language with <i>when</i> and/or <i>while</i>.</p> <p><u>Post-lesson</u></p> <p>7. Choose some pupils to tell their stories to the class. Have the class decide which story is most exciting/interesting/frightening etc. If you have a large class or time is short, pairs could tell their stories in larger groups.</p>	<p><i>Academy Stars</i> Year 6</p> <p><u>Pupil's Book:</u></p> <p>Page(s): 12</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 28–29</p> <p>A toy clock (or draw a clock face on the board before the lesson)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider setting different limits/targets or minimum word limits/targets for different pairs, for example: Use at least 10 verbs/ Speak for at least 30 seconds.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 7 (Language Arts 2)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> The Sandwich by Tony Bradman	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Nouns

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>1. Give lyrics to pupils to sing along. (Refer to the guidebook)</li> <li>2. Pupils listen to a short song about sandwich. <a href="http://www.youtube.com/watch?v=wUDqQSwdBjM">http://www.youtube.com/watch?v=wUDqQSwdBjM</a></li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>3. Pupils recite the poem aloud with guidance.</li> <li>4. Pupils call out the ingredients found in the poem.</li> <li>5. Each pupil gets The Silly Sandwich template. (Handout 1)</li> <li>6. Pupils write down 10 ingredients they wish to put in their Silly Sandwich.</li> <li>7. Pupils draw the ingredients on The Silly Sandwich template.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>8. Pupils present and explain their choice of ingredients.</li> </ol>	<p><i>Anthology of Poems for Year 4, 5, and 6</i></p> <p>The Sandwich by Tony Bradman</p> <p>Page(s): 28-29</p> <p><a href="http://www.youtube.com/watch?v=wUDqQSwdBjM">http://www.youtube.com/watch?v=wUDqQSwdBjM</a></p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider giving a little more time to finish for some pupils who need longer than others to complete tasks, especially when writing is involved and extra tasks for pupils who complete the task early should be provided.</p>
<p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Complementary Skill</b> Writing 4.3.2</p> <p>Spell most high frequency words accurately in independent writing</p>			

## Appendix 1

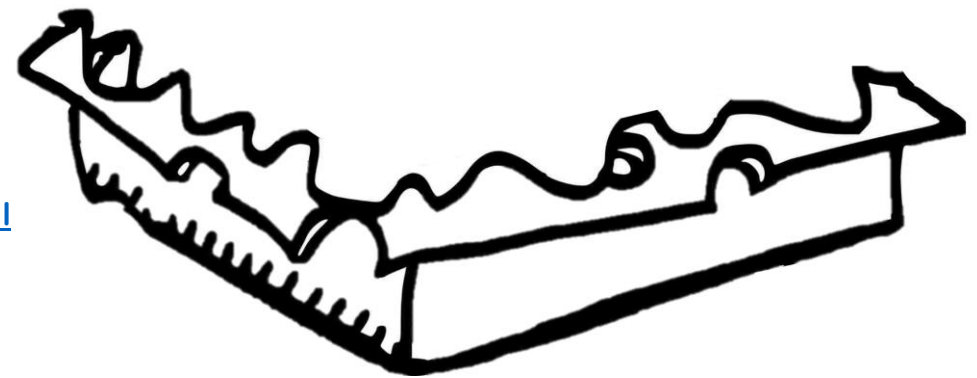
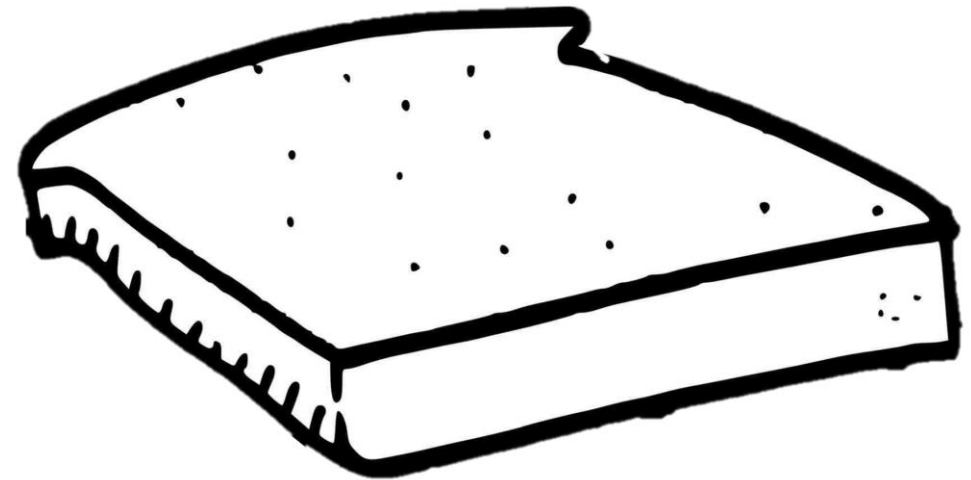
### The Silly Sandwich

Ingredients:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Source:

Image: <http://school.discoveryeducation.com/clipart/clip/sandwich.html>



### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

<b>WEEK:</b>	<b>LESSON: 8 (Writing 2)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple & continuous for interrupted actions with <i>when/while</i> ; Direct speech

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Writing 4.3.3</p> <p>Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to feedback</p>	<p><u>Pre-lesson</u></p> <p>1. Play a mime game to review the words in Working with words (Pupil's Book, p.15).</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Working with words in the Teacher's Book, p.32. Extend this activity with more examples if relevant, such as <i>bored/boring</i>; <i>shocked/shocking</i>.</p> <p>3. Give pupils the worksheet. First, ask pupils to highlight the headline and underline any direct speech.</p> <p>4. Next, pupils read the jumbled sections of the newspaper article and decide which paragraph(s) are the introduction/main body/conclusion.</p> <p>5. Follow the instructions in the Teacher's Book, p.33 for the Workbook Activity 1 (see Activity 1 of Prepare to Write, p.14). Pupils order the pictures to tell a story.</p> <p>6. Follow the instructions in the Teacher's Book, p.33 for the Workbook Activities 2 &amp; 3. Pupils organise ideas into the main sections (introduction, main body, conclusion).</p> <p>7. Follow instructions in the Teacher's Book, p.33 for the Workbook Activity 4, p.15. Pupils write a newspaper article. Remind pupils to include adjectives, direct speech and interrupted actions.</p> <p>Note that this activity helps pupils develop organisational and narrative skills for the Speaking Assessment, where they should narrate a story based on picture prompts.</p> <p><u>Post-lesson</u></p> <p>8. Have pupils choose an adjective from Step 2 to make a sentence about their newspaper story.</p> <p>Remind pupils to bring their writing to the next lesson.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s): 15</p> <p>Exercise(s): 3 &amp; Working with words</p> <p><u>Workbook:</u> Pages: 14–15</p> <p><u>Teacher's Book:</u> Page(s): 32-33</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>You could ask pupils to finish this at home if they don't have time to complete it during the lesson.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

<b>WEEK:</b>	<b>LESSON: 9 (Listening 2)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Values; Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Should(n't)</i> for giving advice

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Speaking 2.1.3</p> <p>Explain and give reasons for simple advice</p>	<p><u>Pre-lesson</u></p> <p>1. Review homework by asking pupils to review each other's writing using the questions in Activity 5 on p.15 of the Workbook.</p> <p><u>Lesson delivery</u></p> <p>2. Follow instructions in the Teacher's Book p.36 for the Warm-up activity. Pupils share their ideas for how to ask for help in an emergency.</p> <p>3. Follow the instructions in the Teacher's Book, p.36 for Activity 1. Pupils read and analyse a short text to identify parts of a problem.</p> <p>4. Follow the instructions in the Teacher's Book, p.36 for Activity 2. Pupils anticipate problems based on pictures to predict what they will hear.</p> <p>5. Follow the instructions in the Teacher's Book, p.36 for Activity 3. Pupils listen for detail to see if they were correct in Step 4.</p> <p>6. Based on the instructions in the Teacher's Book, p.36 for Activity 4, have pupils work in pairs. Set up this activity as a role play, where one pupil plays the part of Mike Dobbs, and the other pupil gives him advice to solve the problem using expressions such as <i>I think you should(n't)... because...</i> Remind pupils to explain the reasons for the advice they give. The advice should be based on what they hear in the listening activity. Replay this if necessary. (CCE: Values, helping others)</p> <p>7. Ask some pupils to perform their role play to the class.</p> <p><u>Post-lesson</u></p> <p>8. Choose a post-lesson task from Section 3 which reviews the content of the listening or language for giving advice, depending on the needs of your class.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 17</p> <p>Exercise(s): 1–4</p> <p><u>Workbook:</u></p> <p>Page: 15</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 36</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider giving pupils support at Step 6 to help them with ideas. You may also want to model the language by asking a more proficient pair to demonstrate to the class.</p>



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

<b>WEEK:</b>	<b>LESSON: 10 (Speaking 2)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Creativity & Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Reporting verbs (ways of speaking (e.g. <i>whisper</i> ) & questions in the past (e.g. <i>how did you feel?</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Speaking 2.3.1</p> <p>Narrate short stories, events and experiences</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Choose an activity from the Pre-lesson tasks in Section 3 to review key vocabulary for storytelling and reporting, such as -ed/-ing adjectives.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Vocabulary in the Teacher's Book, p.34. Pupils work with definitions and use the dictionary at the back of the book. Remind them to use this dictionary when they need to, especially when they are reviewing the lessons at home.</p> <p>3. Follow the instructions for Activities 1 &amp; 2 in the Teacher's Book, p.34. Pupils match the sentences to pictures and then listen to check their answers.</p> <p>4. Follow the instructions for Activities 3 &amp; 4 in the Teacher's Book, p.34. Pupils listen and decide how the speaker is speaking then practice speaking in different ways.</p> <p>5. Follow the instructions for Activity 5 in the Teacher's Book, p.35. Pupils listen to the reporter's questions and choose the best answers.</p> <p>6. Pupils listen again to the questions. They write the questions they hear next to the answers in the Pupil's Book (Activity 5, p.16).</p> <p>7. Follow the instructions for Activity 6 in the Teacher's Book, p.35. Pupils act out the emergency in small groups. Have them act as well as they can, showing emotion and using different voices. Encourage creativity in this activity (CCE: Creativity &amp; Innovation).</p> <p>8. Depending on time available, have one or more groups perform to the class.</p> <p><u>Post-lesson</u></p> <p>9. Write a quote on the board from the story, using correct punctuation. Ask pupils to say the spoken text in different voices (e.g. <i>whisper</i>, <i>shout</i>, etc.)</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 16</p> <p>Exercise(s): 1–6</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 34–35</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider assigning a director for Step 7, who helps the group act. They should use English for this but do not need to perform themselves.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 11 (Language Arts 3)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Toes	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Verbs (e.g. <i>wiggle, kick, tickle, lick, count, run, walk</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.3  Express an imaginative response to literary texts  <b>Complementary Skill</b> Writing 4.3  Communicate with appropriate language form and style for a range of purposes in print and digital media	<b>Main Skill</b> Language Arts 5.3.1  Respond imaginatively and intelligibly through creating simple stories and simple poems  Other imaginative responses as appropriate  <b>Complementary Skill</b> Writing 4.3.1  Use capital letters, full stops, commas in lists, question marks and speech marks appropriately at discourse level	<u>Pre-lesson</u> 1. Pupils look at their toes and describe them e.g. <i>tiny, small, round, long, big</i> 2. Elicit from pupils why they like their toes and what their toes can do.  <u>Lesson delivery</u> 3. Pupils recite the poem. 4. Ask pupils to act out the verbs in the poem. 5. Pupils trace their feet on a card and cut it out. 6. Pupils write a thank you note to their feet on the card. 7. Pupils arrange their feet cards around the class. Pupils walk around the class following the feet cards and read what their friends have written on their cards.  <u>Post-lesson</u> 8. Pupils share their personal experiences on how to take care of their feet.	<i>Anthology of Poems for Year 4,5, and 6</i>  <i>Toes</i> by Judith Nicholls  Page: 30  Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider providing pupils with additional support/phrases they can use in their note.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 1)

<b>WEEK: —</b>	<b>LESSON: 12 (Language Awareness 1)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> It's an emergency!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 1 with an activity from the list of pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book, pp.14–17 for more ideas.</p> <p><u>Lesson Delivery</u></p> <p>2. Choose from activities from the Workbook Check-up challenge, pp.16–17, which reviews the language, vocabulary and skills covered in this unit. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in this review lesson. See Teacher's Book, p.37 for instructions and answer keys for activities.</p> <p>3. Have pupils do a Speaking task in pairs which is based on the Unit 1 or Welcome Unit theme. Monitor as they do this and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Teacher's Book:</u></p> <p>Page(s): 37</p> <p><u>Workbook:</u></p> <p>Page(s): 16–17</p> <p><u>Worksheet:</u></p> <p>A speaking task.</p> <p>Self-assessment worksheet (see below)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

## How did I do in the Welcome unit and Unit 1?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...ask and answer questions about myself and other people

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...tell an exciting story

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...write a report about an emergency

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...use past continuous and past simple together

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 2

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

WEEK:	<b>LESSON: 13 (Reading 3)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Life in the past	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Global Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Used to / didn't use to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Reading 3.2.3</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context</p> <p><b>Complementary Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Show the pictures of London in the 17<sup>th</sup> century and ask pupils what they can see, where they think it is, which century it is in, etc. Note any useful key vocabulary on the board.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book p.42. Use the picture of Samuel Pepys (pronounced: /pi:ps/) as you introduce pupils to him.</p> <p>3. Follow instructions for Activity 2 in the Teacher's Book, p.43. Pupils look at each picture and talk about what they see.</p> <p>4. Follow instructions for Activity 3 in the Teacher's Book, p.43. Pupils read to check their answers and to gain a global understanding of the text.</p> <p>5. Follow instructions for Activity 4 in the Teacher's Book, p.43. Support and guide pupils as they develop the skill of guessing meaning from context.</p> <p>6. Talk to pupils about how they record new vocabulary. You may have a system set up for this, such as using a special section of their notebooks, having a separate vocabulary notebook or using vocabulary cards (see Teacher's Book, p.43). Encourage pupils to write definitions of new words in English and avoid translations unless necessary, especially in the case of more proficient pupils.</p> <p>7. The Great Fire of London was a tragic event, but it helped eradicate the plague. Ask pupils to reflect on positive and negative outcomes of these events. (CCE: Global Sustainability). Support pupils in expressing their ideas in English by helping them with vocabulary and language if they speak in their home language.</p> <p><u>Post-lesson</u></p> <p>8. Review new vocabulary in the lesson with an activity from the post-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book, pp.14–17, for more ideas.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 22–23</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 42–43</p> <p>Pictures / illustrations of 17<sup>th</sup> century London, the Great Fire of London and Samuel Pepys, if possible.</p> <p>Pictures / illustrations of any similar well-known events from local or national history</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider playing the recording as pupils read along in Step 4. This will help them to read more fluently as they won't be able to keep stopping or stumbling over new words.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

<b>WEEK:</b>	<b>LESSON: 14 (Listening 3)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Life in the past	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Patriotism	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Used to / didn't use to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Listening 1.1  Recognise and reproduce target language sounds  <b>Complementary Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts	<b>Main Skill</b> Listening 1.1.1  Recognise and reproduce independently a wide range of target language phonemes  <b>Complementary Skill</b> Listening 1.2.5  Understand more complex supported questions	<u>Pre-lesson</u> 1. Play a whole class or large group game using the nouns and verbs from Working With Words (Pupil's Book, p.24). This could be 'Listen and touch/run', 'Match on the board/large paper', for example. Include <i>write – writer</i> . Ask pupils if they remember Samuel Pepys' job (he was a writer). <u>Lesson delivery</u> 3. Elicit some ideas from pupils about how people lived in London in Pepys' time. Elicit more ideas about how pupils' grandparents lived. Note useful ideas on the board. 4. Follow instructions for Vocabulary in the Teacher's Book, p.48 to introduce vocabulary. 5. Follow instructions for Activity 1 in the Teacher's Book, p.48. When asking questions to model <i>used to</i> , ask about pupils' grandparents and/or Samuel Pepys. (CCE: Patriotism, finding out about local heritage). 6. Play the recording of the dialogue again. Have pupils listen for the pronunciation of <i>used to</i> (/ˈjuːstə/). Point out that the pronunciation is different for <i>use</i> as a verb on its own. Drill several times chorally and individually, having pupils focus on their pronunciation while saying full positive and negative sentences and questions. Have pupils repeat in different voices to review <i>whisper, shout, scream</i> etc. 7. Follow the instructions for Activity 2 in the Teacher's Book, p.48. Pupils use prompts to make a new dialogue. 8. Follow the instructions for Activity 3 in the Teacher's Book, p.48. Pupils form questions using <i>used to</i> . 9. Drill the questions and check pupils' pronunciation of <i>used to</i> again before having them practice the questions and answers (Activity 4, Pupil's Book, p.26). <u>Post-lesson</u> 10. Follow the instructions for the Cooler Tic-tac-toe activity in the Teacher's Book, p.48 or choose an activity from the post-lesson tasks to review areas of learning in this lesson that pupils have had difficulty with.	<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u> Page(s): 24 & 26 Exercise(s): 1–4 <u>Teacher's Book:</u> Page(s): 48	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider drilling chorally as a whole class and then in pairs or small groups, rather than individually, if you have very shy pupils in your class.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

<b>WEEK:</b> —	<b>LESSON: 15 (Speaking 3)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Life in the past	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Patriotism	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Used to / didn't use to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Writing 4.2.1</p> <p>Give detailed information about themselves and others</p>	<p><u>Pre-lesson</u></p> <p>1. Using the examples from pupils' work from Lesson 18, say some sentences in the form they are written (pupils may have used present simple, past simple, or some may have used <i>used to</i>). In small groups, pupils listen and write a full sentence using <i>used to</i> when suitable. Repeat three or four times. Review and check as a whole class.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Warm-up: What can you see? in the Teacher's Book, p.46, to focus attention on the language in context.</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.46 to guide pupils to notice the target language form and meaning.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.46. Pupils complete the text using the target language.</p> <p>5. Give pupils back their writing from Lesson 18. Have pupils use their similarities and differences to say sentences using <i>used to/didn't use to</i>.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.46. Pupils talk to their partner about when they were three years old. Extend the activity by asking pupils to give one incorrect piece of information about themselves. Partners should guess which information is incorrect.</p> <p>7. Individually, pupils write a short paragraph about their life in the past (e.g. when they were three years old). Set a word limit (see <i>differentiation strategies</i>) and consider having pupils finish for homework. Collect their work to evaluate their writing and language progress; adjust your upcoming teaching plans if you need to review particular areas or work more with individuals.</p> <p><u>Post-lesson</u></p> <p>8. Consolidate learning with a speaking activity from the post-lesson tasks in Section 3.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 25</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 46-47</p> <p>Examples of past statements from pupils' work from Lesson 18.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider setting different targets for different pupils or allowing pupils to write as much (or as little) as they like. This will also give you formative feedback on motivation and attitude.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 16 (Language Arts 4)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Akbar's Dream	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple tense

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.3  Express an imaginative response to literary texts  <b>Complementary Skill</b> Speaking 2.3  Communicate appropriately to a small or large group	<b>Main Skill</b> Language Arts 5.3.1  Respond imaginatively and intelligibly through creating simple stories and simple poems  Other imaginative responses as appropriate  <b>Complementary Skill</b> Speaking 2.3.1  Narrate short stories, events and experiences	<u>Pre-lesson</u> 1. Pupils look at Akbar's Dream book cover and identify the features of the book cover e.g. <i>title, author, blurb, publisher</i>  <u>Lesson delivery</u> 2. Pupils look at the cover and brainstorm ideas on what the story is about. 3. Divide pupils into small groups and distribute a set of pictures from the guidebook (page 36) to each group. 4. In groups, pupils discuss the pictures and create a possible story based on the pictures given. 5. Groups take turns to narrate their predicted story to their classmates. Other groups provide feedback on their friends' stories.  <u>Post-lesson</u> 6. Pupils choose the story they think is most likely to happen. Teacher records the chosen predicted story and will revisit it once the pupils read and find out what happens.	<i>Akbar's Dream</i> by Jane Langford  Akbar's Dream Teacher's Guidebook  Page(s): 35-36	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  When grouping pupils, you can group pupils who can support each other in Step 3.



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

<b>WEEK:</b>	<b>LESSON: 17 (Writing 3)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Life in the past	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Informal written language (e.g. <i>Yuck!; Ha! Ha! Ha!</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Writing 4.3.1</p> <p>Use capital letters, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p>	<p><u>Pre-lesson</u></p> <p>1. Choose an activity from the pre-lesson tasks in Section 3 to review the theme of Diaries refer to the Games Bank in the Teacher's Book p.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Ask pupils to look again at the text on page 28 of the Pupil's Book. Ask <i>Whose diary is it?</i> and <i>Does Gemma use formal or informal language in her diary?</i></p> <p>3. Follow the instructions for Activity 4 in the Teacher's Book, p.52. Pupils analyse the language in the diary. Remind pupils that exclamation marks are used more often in informal writing than in more formal writing. Ask pupils to find more examples of punctuation in the diary. Note that brackets are often used in informal writing to add information like the example.</p> <p>4. Follow the instructions for Activity 5 in the Teacher's Book, p.52. Pupils put their ideas together to help plan for Activity 6. If they have no shared experience of a trip, have them think about a family trip they have been on. Have them make written notes together, which they can use to support writing in the next step of the lesson. Monitor and help pupils.</p> <p>5. Follow the instructions for Activity 6 in the Teacher's Book, p.52. Pupils write a diary entry about a school trip. Either they write together or they can support each other if their content is different.</p> <p><u>Post-lesson</u></p> <p>6. Follow the instructions for Learning to Learn in the Teacher's Book, p.52.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s): 28–29 Exercise(s): 4–6</p> <p><u>Teacher's Book:</u> Page(s): 52</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider brainstorming some informal vocabulary with pupils before they write (e.g. adjectives such as <i>really horrible, awesome, fantastic, awful</i>) to help pupils express themselves fully.</p> <p>Consider preparing a model diary for Activity 6 (step 5) to support pupils in writing.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

WEEK: _____	LESSON: 18 (Speaking 4)	MAIN SKILL FOCUS: Speaking	THEME: World of Self, Family and Friends						
	TOPIC: Life in the past	CROSS-CURRICULAR ELEMENT (CCE): Values	LANGUAGE/GRAMMAR FOCUS: Review of past and future forms; Functional language – checking understanding (e.g. <i>Can I check something, please?</i> )						
CONTENT STANDARD		LEARNING STANDARD		LEARNING OUTLINE		MATERIALS / REFERENCES		DIFFERENTIATION STRATEGIES	
<p><b>Main Skill</b> Speaking 2.2</p> <p>Use appropriate communication strategies</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>		<p><b>Main Skill</b> Speaking 2.2.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p> <p><b>Complementary Skill</b> Speaking 2.1.4</p> <p>Ask about and describe future plans or events</p>		<p><u>Pre-lesson</u></p> <p>1. Choose a pre-lesson task from the activities in Section 3 to review the main ideas from recent lessons, or refer to the Games Bank in the Teacher's Book, pp.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Have pupils look at the functional language in the Pupil's Book, p.30 (phrases to check understanding of what a speaker is saying). Ask them to copy the phrases into their notebooks, leaving two lines between each one.</p> <p>2. Have pupils look back on their work during this unit. Hand out the worksheet. As they review their work, have them fill in the table with ideas they have had and information they have found out in the unit so far relating to life in the past, life now and life in the future.</p> <p>3. Divide the class into two halves. Follow the instructions for Activity 2 in the Teacher's Book, p.54. Note that half of the pupils should follow the task as described, and the other half should role play as a museum guide in the year you are in now (e.g. 2021) looking back at the past. As they do the activity, they should try to use the functional language. When they use it, they can tick it in their notebooks. They should aim to use each phrase at least once.</p> <p>4. Introduce the idea of 'presentism', which suggests that people find it difficult to think about the past or future without basing their ideas on the present. You may need to use a little of the pupils' home language to explain this concept. Follow the instructions for Activity 3 in the Teacher's Book, p.55. Pupils discuss what they think will seem strange to people in the future about our lives in the present. Pupils discuss in pairs or small groups. (CCE: Values).</p> <p>5. Follow up with the question from the Cooler activity in the Teacher's Book, p.55. This could be done as a whole class.</p> <p><u>Post-lesson</u></p> <p>6. Choose a post-lesson task from the activities in Section 3 to review the main ideas from this lesson or refer to the Games Bank in the Teacher's Book, pp.14-17 for more ideas.</p>		<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 30</p> <p>Exercise(s): 2–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 54–55</p> <p><u>Worksheet:</u></p> <p>A table with three columns, labelled past – present – future.</p>		<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider giving pupils the choice of which time frame to work in for Step 3 (2021/this year or 2121/in 100 years from now).</p> <p>Use contribution cards to make sure all pupils participate in group discussions (e.g. each pupil has five tokens which they use when they say an idea. They should all use between three and five tokens).</p>	

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

<b>WEEK:</b>	<b>LESSON: 19 (Reading 4)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Life in the past	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past tenses review (e.g. <i>Mr. Brockbank didn't have a lamp. He had a candle.</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for the visualisation Warm-up: Time machine activity in the Teacher's Book, p.56.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.56.</p> <p>3. Have pupils write questions for their partner to check their ideas in Step 2 using <i>really</i> to check their understanding/ideas, for example <i>What did Mr. Brockbank really switch on?</i></p> <p>4. Pupils ask their partners the questions and discuss the answers.</p> <p>5. Follow the instructions for Activity 2 in the Teacher's Book, p.56. Focus again on spelling common words accurately.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.56. Pupils prepare a rewritten text in writing.</p> <p>7. Follow the instructions for Activity 4 in the Teacher's Book, p.57. Pupils share their ideas in groups. Monitor and note common mistakes at this step and Step 6.</p> <p><u>Post-lesson</u></p> <p>8. Use your notes from monitoring for error correction as a whole class using the board or dictate sentences for pupils to correct.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 31</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 56–57</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having very high proficiency pupils write more complex questions in Step 3, such as <i>What do you think Mr. Brockbank switched on?</i>, where the word order changes from simple question patterns.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 20 (Language Arts 5)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Akbar's Dream	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Vocabulary from Chapter 1

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.2  Express personal response to literary texts          <b>Complementary Skill</b> Reading 3.3  Read independently for information and enjoyment	<b>Main Skill</b> Language Arts 5.2.1  Describe in simple language a character's actions or feelings and explain the reasons for them          <b>Complementary Skill</b> Reading 3.3.1  Read and enjoy A2 fiction/non-fiction print and digital texts of interest	<u>Pre-lesson</u> 1. Use Pre-lesson Task 12: Prepare jumbled-up words that make up a sentence about Akbar's Dream (i.e. Akbar's dream was to make the most beautiful silk cloth in the whole of India). The fastest group that can rearrange the words to make the sentence wins.  <u>Lesson delivery</u> 2. Divide pupils into groups. In groups, pupils read Chapter 1 of Akbar's Dream together. 3. Pupils talk about the characters and the sequence of events. 4. Distribute the lyrics of the song from the guidebook (page 38) to each group. 5. Show the video clip <a href="http://www.youtube.com/watch?v=Nb3B5NZ6c-c">http://www.youtube.com/watch?v=Nb3B5NZ6c-c</a> to introduce the tune of the song to the pupils. 6. Pupils read the lyrics together and practise singing the lyrics with the tune. 7. Pupils perform the song in groups.  <u>Post-lesson</u> 8. Use Post-lesson Task 1: Pupils listen to the actual song <a href="https://music.youtube.com/watch?v=5sxbWwauCDQ">https://music.youtube.com/watch?v=5sxbWwauCDQ</a> 9. Ask pupils to raise their hands up each time they hear something different from the lyrics they sang.	<i>Akbar's Dream</i> by Jane Langford  Akbar's Dream Teacher's Guidebook  Page(s): 37-38  <a href="http://www.youtube.com/watch?v=Nb3B5NZ6c-c">http://www.youtube.com/watch?v=Nb3B5NZ6c-c</a>  <a href="https://music.youtube.com/watch?v=5sxbWwauCDQ">https://music.youtube.com/watch?v=5sxbWwauCDQ</a>	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, in Steps 3-5, you may want to consider supporting less proficient pupils by singing along or providing lyrics in the video provided when they are performing.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 2)

<b>WEEK:</b> —	<b>LESSON: 21 (Language Awareness 2)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> Life in the past	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP..</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 2 with an activity from the list of pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book, pp.14-17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Choose from activities from the Review unit (Pupil's Book, pp.32–33, Activities 1–5), which reviews the language, vocabulary and skills covered in Units 1 and 2. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in the review unit. See Teacher's Book, pp.58–59 for instructions for activities.</p> <p>3. Set pupils a writing task which is based on the unit theme of past and future. Collect their work and give feedback on strengths and areas to work on.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet (see below and see note in Differentiation strategies column).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 32–33</p> <p>Exercise(s): 1–5</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 58–59</p> <p><u>Worksheet:</u></p> <p>A writing task.</p> <p>Self-assessment worksheet (see below)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Some pupils may need a little support understanding and completing the self-assessment worksheet, especially at the beginning of the year. Help pupils to express their ideas in English as you monitor.</p>

## How did I do in Unit 2?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...talk about life in the past	Great ____	OK ____	A little ____
...talk about the future	Great ____	OK ____	A little ____
...write a diary entry using informal language	Great ____	OK ____	A little ____
...record and learn new vocabulary	Great ____	OK ____	A little ____

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 3

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 3)

WEEK:	<b>LESSON: 22 (Reading 5)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple (e.g. <i>I tried it this month.</i> ) & present perfect (e.g. <i>I've never been kayaking before.</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Can you guess? in the Teacher's Book, p.60.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.60. Pupils are introduced to the text and use the pictures to predict content.</p> <p>3. Ask pupils if they have ever done any of the activities in the pictures.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's book, p.61. Pupils read for global understanding to check their answers to Activity 1.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.61. Pupils guess the meaning of new words before checking them in the dictionary as necessary.</p> <p>6. Ask pupils which country Emma is from (Canada). Elicit some ideas for similar activities people in Malaysia might do e.g. scuba diving, visiting tall buildings in Kuala Lumpur. Pupils could do this in pairs.</p> <p>7. Follow the instructions for Activity 1 in the Teacher's Book, p.62. Pupils read the blog posts again for specific information to answer the questions.</p> <p>8. If you have time, follow the instructions for Activity 2 in the Teacher's Book, p.62. This could be an activity for fast finishers, or you could set this as homework if there is no time left in your main lesson.</p> <p><u>Post-lesson</u></p> <p>9. Ask the follow-up questions in Activity 3 in the Pupil's Book, p.36 for a whole class discussion.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 34–36</p> <p>Exercise(s): 1–4, 1-3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 60–62</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking pupils to divide the words to guess in step 5 between them in a group. More proficient pupils could take more words than less proficient ones. Then pupils can share their findings with the group and peer-teach new words.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 3)

<b>WEEK:</b>	<b>LESSON: 23 (Listening 4)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present perfect questions (e.g. <i>Have you ever visited Tokyo?</i> [Yes, I have. / No, I haven't.])

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p> <p><b>Complementary Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm up: Camping experiences in the Teacher's Book, p.66. Pupils brainstorm camping experiences. Ask pupils what they have done.</p> <p><u>Lesson delivery</u></p> <p>2. Follow instructions for Vocabulary in the Teacher's Book, p.66. Pupils check their understanding of key words.</p> <p>3. Follow instructions for Activity 1 in the Teacher's Book, p.66. Pupils listen to and practise the dialogue.</p> <p>4. Focus on the questions in the dialogue and ask pupils to underline them. Have pupils ask each other the questions. They give their own answers. Do not insist on full answers at this stage.</p> <p>5. Follow the instructions for Activity 2 in the Teacher's Book, p.66. Pupils prepare questions and then give their own answers. Have pupils prepare and answer one or two extra questions.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.67. Pupils ask each other the questions, including the extra one(s) they have prepared.</p> <p><u>Post-lesson</u></p> <p>7. Follow the instructions in Extension in the Teacher's Book, p.67. Pupils have further practice in forming and understanding questions. You could play between two large teams in your class, sitting face-to-face, depending on the size and layout of your class.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 38</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 66–67</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider eliciting and then writing model answers to the questions in Step 5 to support less proficient pupils in giving their answers.</p>



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 3)

<b>WEEK:</b>	<b>LESSON: 24 (Writing 4)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple (e.g. <i>I went skiing</i> ) & present perfect (e.g. <i>the best I've ever done</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.3.3</p> <p>Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to feedback</p>	<p><u>Pre-lesson</u></p> <p>1. Choose a Pre-lesson task from the list in Section 3 to review vocabulary from the current topic.</p> <p><u>Lesson delivery</u></p> <p>2. Tell pupils it was your birthday at the weekend (or talk about your real birthday). Tell them what you did on your birthday.</p> <p>3. Draw a mind map on the board with headings such as <i>Where? What? Why? Opinion?</i> etc. (relating to the content of your talk). Pupils copy the mind map into their notebooks.</p> <p>4. Tell pupils again about your birthday. They listen and complete mind map with notes.</p> <p>5. Pupils compare their mind maps in pairs before some come out to complete the mind map on the board.</p> <p>6. Follow the instructions for Activity 2 in the Teacher's Book, p.70. Pupils look at the pictures and complete the mind map.</p> <p>7. Follow the instructions for Activity 3 in the Teacher's Book, p.70. Pupils use the information on Pupil's Book, p.41 to write. Pupils write on the writing task sheet (worksheet). Guide the task as necessary and support pupils (see Teacher's Book, p.70) if they need it.</p> <p>Collect pupils' writing for review. Give plenty of positive as well as constructive feedback to pupils to show them where to improve in relation to the assessment criteria for the writing assessment. Mark their papers using a correction code (i.e. highlight different kinds of mistakes without correcting them) for mistakes your pupils can correct themselves, especially in the use of past simple and present perfect, as well as punctuation, use of capitals and use of cohesive devices (linking words, e.g. <i>but, because</i>). Ignore more complex mistakes or give a correction. Pupils will work on a second draft in Lesson 44.</p> <p><u>Post-lesson</u></p> <p>8. Choose a Cooler activity from the post-lesson tasks in Section 3 where pupils will be engaged in a fun, active game, or refer to the Games Bank in the Teacher's Book, pp.14–17 for more ideas.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 41</p> <p>Exercise(s): 2–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 70</p> <p>Prepare a short talk about what you did on our birthday.</p> <p><u>Worksheet:</u></p> <p>A writing task sheet. The writing rubric should be based on the information in Activity 3, Pupil's Book, p.41.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider nominating pupils who are more/less confident to come and write more complex/simpler answers on the mind map on the board in Step 5.</p> <p>See Teacher's Book, p.70 for suggestions to support pupils.</p> <p>When reviewing pupils' writing, in the case of low-proficiency pupils, focus on just a few mistakes and ignore others so as not to demotivate them.</p>
<p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Complementary Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p>			

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> —	<b>LESSON: 25 (Language Arts 6)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Akbar's Dream	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Sequencing adverbs: first, after that, next, finally

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>1. Use Pre-lesson Task 5 (Sit down, Stand Up): Read statements that may be true or false from Chapter 1 of Akbar's Dream. Pupils stand up if the statement is true and sit down if the statement is false (e.g. Akbar and his grandfather wanted to go to Agra to see the Taj Mahal - <i>true</i>)</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>2. Pupils read Chapter 2 of Akbar's Dream (pages 12 - 21) together.</li> <li>3. Get pupils to discuss and recall the sequence of events on Akbar's journey to Agra without referring to their books.</li> <li>4. Display jumbled up pictures of events and ask pupils to sequence them.</li> <li>5. Divide pupils into groups and explain that they will be creating a booklet.</li> <li>6. Distribute 4 sheets of A4 paper as well as pictures and excerpts from the guidebook (Appendices 1 and 2, pages 48 - 49) to each group.</li> <li>7. Pupils cut each sheet into half, horizontally. Then, pupils cut out the pictures and excerpts to match them and arrange them in sequence.</li> <li>8. Check pupils' work before they paste the cut-outs onto the sheets of paper.</li> <li>9. Pupils compile the sheets of paper to form a booklet and display their work in a gallery walk.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>10. Use Post-lesson Task 8 (Test your memory): Have pupils review Chapter 2 for 1 minute. Hide one of the pictures of events and ask pupils to guess which picture is missing.</li> </ol>	<p><i>Akbar's Dream</i> by Jane Langford</p> <p>Akbar's Dream Teacher's Guidebook</p> <p>Page(s): 47 - 49</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>If weaker pupils have difficulty, they could check their answers using the original text.</p> <p>You may also consider having less pictures and excerpts for weaker pupils for Step 6.</p>
<p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>			

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 26 (Writing 5)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Cohesion (e.g. <i>but</i> , <i>because</i> ), punctuation, tenses review

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.2.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p>	<p><u>Pre-lesson</u></p> <p>1. Choose a pre-lesson task from the list in Section 3 which reviews key areas of learning.</p> <p><u>Lesson delivery</u></p> <p>2. Using some examples of pupils' mistakes in vocabulary or grammar, in particular use of cohesive devices (linking words) as well as punctuation, play a team game where you say a sentence with a mistake and pupils then write the sentence accurately, including punctuation.</p> <p>3. Hand out the worksheet. Have pupils work first individually to try to correct the mistakes.</p> <p>4. Ask pupils to compare their answers with their partner and discuss any differences. Then conduct feedback with the whole class.</p> <p>5. Give some general feedback on pupils' writing from Lesson 39. Remain positive to encourage pupils, focussing on the effort they made as much as the positive aspects of their writing. Focus specifically on the use of cohesive devices, as relevant.</p> <p>6. Return pupils' writing with your comments and markings on it. Explain the correction code if your pupils are not already familiar with it.</p> <p>7. Have pupils work with a partner to correct the mistakes you have highlighted in their writing. It's a good idea to have them do this in a different colour pen. Monitor and help pupils by guiding them with questions to make the corrections.</p> <p>8. Collect pupils' writing again. Briefly review their work and check the progress of pupils in their writing. You will use their work again in Lesson 48.</p> <p><u>Post-lesson</u></p> <p>9. Choose a fun and active activity from the post-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p>	<p>Pupils' writing from Lesson 39 with your feedback.</p> <p><u>Worksheet:</u></p> <p>Selection of sentences with mistakes from pupils' writing, which pupils will correct together. Prioritise mistakes relating to the main and complementary learning standards.</p> <p>Note other examples of common mistakes to use as input in this lesson.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider monitoring carefully to support less proficient pupils. When you return their writing, make sure to speak to those whose writing is less good to encourage them and make sure they are not demotivated.</p>
<p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Complementary Skill</b> Writing 4.3.1</p> <p>Use capital letters, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p>			

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 3)

<b>WEEK:</b>	<b>LESSON: 27 (Listening 5)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Values; Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present perfect review

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Listening 1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Listening 1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics</p>	<p><u>Pre-lesson</u></p> <p>1. Choose an activity from the pre-lesson tasks in Section 3 or follow instructions for the Warm-up: What can we do? In Teacher's Book, p.74.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.74. Pupils look at the job advert. Have pupils talk to a partner before feeding back as a whole class. Some of the vocabulary may be new to many pupils. Ask them to try to guess the meaning from the context of the job advert.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.74. Pupils look at the pictures to predict who is best suited to the job advertised in Activity 1.</p> <p>4. Talk to pupils about the process of applying for a job, including the need for interview. Follow the instructions for Activity 3 in the Teacher's Book, p.74. Pupils listen to the interview to find specific information about the interviewees.</p> <p>5. Follow the instructions for Activity 4 in the Teacher's Book, p.75. Have pupils discuss the questions in small groups of three or four.</p> <p>6. Conduct feedback on groups' discussions. Ask pupils whether their impressions of the people from the pictures were correct. Talk to pupils about the risks of pre-judging others based on appearance (CCE: Values).</p> <p>7. Follow instructions for Cooler: Hiring a new teacher. If you have time, pupils could role play the interview in their small groups.</p> <p><u>Post-lesson</u></p> <p>8. Review and consolidate learning in this lesson using a post-lesson task in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 43</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 74–75</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having a few more proficient pupils come out to role play an interview with potential new teachers at the end of the lesson.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 3)

<b>WEEK:</b>	<b>LESSON: 28 (Speaking 5)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present perfect review

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Speaking 2.1  Communicate simple information intelligibly  <b>Complementary Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts	<b>Main Skill</b> Speaking 2.1.1  Give detailed information about themselves and others  <b>Complementary Skill</b> Listening 1.2.5  Understand more complex supported questions	<u>Pre-lesson</u> 1. Introduce the vocabulary in the box in the Pupil's Book, p.42 with a pre-lesson task from the list in Section 3.  <u>Lesson delivery</u> 2. Have pupils check their understanding using the definitions of the words from the pre-lesson stage in the dictionary. 3. Follow the instructions for Activity 1 in the Teacher's Book, p.72. Pupils think about questions the interviewer may be asking the interviewee. 4. Follow instructions for Activity 2 in the Teacher's Book, p.72. Pupils read and add a question(s) to the form. 5. Pupils exchange their ideas with a partner and add more questions to the form if they can. 6. Follow instructions for Activity 3 in the Teacher's Book, p.72. Pupils prepare, practise and perform the role play activity. Note the suggestion on Speaking skills in the Teacher's Book, p.73. 7. Follow the instructions for Activity 4 in the Teacher's Book, p.73. Make sure only volunteers come to the front to tell the class about their partner. 8. If you have extra time in this lesson, ask pupils to talk in pairs about a job they think their partner would be good at (CCE: Values).  <u>Post-lesson</u> 9. Follow the instructions for Cooler: Come to my adventure camp in the Teacher's Book, p.73.	<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u>  Page(s): 42  Exercise(s): 1–4  <u>Teacher's Book:</u>  Page(s): 72–73	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider asking more proficient pupils to write two extra questions for each section in Activity 2.

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 29 (Language Arts 7)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Akbar's Dream	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Nouns: <i>flowers, trees, building</i> ; Adjectives to describe feelings: <i>happy, excited, tired</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.2  Express personal responses to literary texts  <b>Complementary Skill</b> Writing 4.3  Communicate with appropriate language form and style for a range of purposes in print and digital media	<b>Main Skill</b> Language Arts 5.2.1  Describe in simple language a character's actions or feelings and explain the reasons for them  <b>Complementary Skill</b> Writing 4.3.2  Spell most high frequency words accurately in independent writing	<u>Pre-lesson</u> 1. Use Pre-lesson Task 7 (Beat the Teacher): Pupils take turns guessing letters that spell a place mentioned in Akbar's Dream before they run out of tries. Write _ _ _ _ _ (place) on the board. <i>Answer: TAJ MAHAL</i>  <u>Lesson delivery</u> 2. Play a video <a href="https://youtu.be/44rTTLjZZz4">https://youtu.be/44rTTLjZZz4</a> of a virtual tour of the Taj Mahal. In pairs, pupils discuss and describe the scenes as the video is being played a second time. 3. Ask pupils to close their eyes and imagine themselves visiting Taj Mahal. Ask questions to elicit responses from pupils on what they can see, hear, smell and feel if they are actually there. 4. Distribute the worksheet from the guidebook (Appendix 2, page 41) to each pupil. Pupils complete the worksheet. 5. Ask for volunteers to share their answers in complete sentences (e.g. <i>I see many people. I hear cameras clicking. I feel excited.</i> )  <u>Post-lesson</u> 6. Use Post-lesson Task 6 (Make A Word Ladder): Pupils practise spelling in groups where each pupil takes turns writing a word on the board. The teacher will choose the topic/category based on today's lesson (e.g. <i>Things I can see at the Taj Mahal</i> or <i>How I feel when I'm at the Taj Mahal</i> ).	<i>Akbar's Dream</i> by Jane Langford  Akbar's Dream Teacher's Guidebook  Page(s): 39 - 41  Taj Mahal, India tour <a href="https://youtu.be/44rTTLjZZz4">https://youtu.be/44rTTLjZZz4</a>	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  You may expect more words or larger chunks of words from some pupils, consider setting goals with a minimum target for weaker pupils in Step 5.  You can also support weaker pupils with flashcards to help with vocabulary.

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 3)

<b>WEEK: —</b>	<b>LESSON: 30 (Language Awareness 3)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> Adventure time	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 3 with an activity from the list of pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Choose from activities from the Workbook Check-up Challenge pp.36–37, which reviews the language, vocabulary and skills covered in this unit. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in this review lesson. See Teacher's Book, p.75 for instructions and answer keys for activities.</p> <p>3. Have pupils do a Listening task in pairs which is based on the Unit 3 theme. You could use practice test audio and material, or you could use audios or videos from the internet if you can't find suitable listening material. Monitor as pupils do the listening activities and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Teacher's Book:</u></p> <p>Page(s): 75</p> <p><u>Workbook:</u></p> <p>Page(s): 36–37</p> <p><u>Worksheet:</u></p> <p>A listening task.</p> <p>Self-assessment worksheet (see below)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

### How did I do in Unit 3?

Put ✓ next to Great, OK, or A little.

#### *In English, I know how to...*



...talk about what I've done	Great ____	OK ____	A little ____
...talk about adventures and stories	Great ____	OK ____	A little ____
...write a blog	Great ____	OK ____	A little ____
...use the present perfect	Great ____	OK ____	A little ____

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.



## Unit 4

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

WEEK:	LESSON: 31 (Reading 6)	MAIN SKILL FOCUS: Reading	THEME: World of Self, Family and Friends		
	TOPIC: Cool jobs	CROSS-CURRICULAR ELEMENT (CCE): Language	LANGUAGE/GRAMMAR FOCUS: Present perfect with <i>for</i> (e.g. <i>I've been a pilot for 12 years</i> ) and <i>since</i> (e.g. ... <i>since 2001</i> )		
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE		MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Reading 3.2  Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies  <b>Complementary Skill</b> Reading 3.2  Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	<b>Main Skill</b> Reading 3.2.3  Guess the meaning of unfamiliar words from clues provided by other known words and by context  <b>Complementary Skill</b> Reading 3.2.4  Use with some support familiar print and digital resources to check meaning	<u>Pre-lesson</u> 1. Play a dictionary race, where you give pupils words to race to find in the dictionary. Choose words from the texts in Pupil's Book, pp.48-49 but not those in the box on page 48. <u>Lesson delivery</u> 2. Follow the instructions for the Warm-up activity in the Teacher's Book p.80. Pupils brainstorm and think about different jobs. 3. Tell the pupils the text title (Unusual Jobs) and show the pictures from the Pupil's Book pp.48-49. Pupils tell their partner what they think the texts will be about. Ask pupils if they can think of other unusual jobs. 4. Explain to pupils that they will read one of the four texts in the Pupil's Book. Pupils work in pairs. Give each pair a copy of one of the four texts. It is better to use copies than to have them use the book as they will read the other texts too. Ask pupils to read their text and find out which unusual job it talks about – they check their predictions from Step 3. 5. Write the words from the box in the Pupil's Book, p.48 on the board. Ask pupils to look in their text and find one or more of the words. They should try to work out from the context what the words mean. Remind pupils they should think about how they worked out the meaning of the words. 6. Have pupils write a definition for their word(s) in their notebooks in pairs. 7. Hand out the dictionaries and ask pupils to find the word(s) and compare the dictionary definition with their own. They should check their understanding as they do this. If you don't have access to enough dictionaries, pupils can refer to the Pupil's Book, p.137, where the words are listed and defined. 8. Regroup pupils into groups of four to six so that there is at least one pupil with each text in each group. Pupils peer-teach the new words to their group and tell the group how they worked out the meaning of the word(s). 9. Pupils work either in their new group or in their previous pair. Follow instructions for Activity 3 in the Teacher's Book, p.80. Pupils read all four texts to do the matching activity. <u>Post-lesson</u> 10. Play a game to review all the words from this lesson to check that pupils have understood their meanings from the peer teaching. You could choose a post-lesson task from Section 3, or you could refer to the Games Bank in the Teacher's Book pp.14–17.		<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u> Page(s): 48–49  Exercise(s): 2–3  <u>Teacher's Book:</u> Page(s): 80–81  Copies of the pictures from Pupil's Book pp.48–49  Cut up copies of the four texts on Pupil's Book pp.48–49  Dictionaries (optional)	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to note that different texts have more/fewer words from the box. Give more proficient pupils a text with more words to work with (Steps 4 and 5).

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

<b>WEEK:</b> —	<b>LESSON: 32 (Listening 6)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Cool jobs	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Statements, negatives & questions in present perfect + <i>yet</i> and <i>already</i> . (e.g. <i>Have you...yet?</i> / <i>I haven't...yet.</i> / <i>I've already...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts  <b>Complementary Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts	<b>Main Skill</b> Listening 1.2.2  Understand with little or no support specific information and details of longer simple texts on a range of familiar topics  <b>Complementary Skill</b> Listening 1.2.5  Understand more complex supported questions	<u>Pre-lesson</u> 1. Write the letters y – e – t – a – l – r – e – a – d – y on the board in a random way. Ask pupils to find as many words as they can using these letters. Set a time limit (e.g. two minutes). Pupils write the words. They could work in pairs or small groups. Gather their ideas and see how many they could find. If they do not find <i>yet</i> and <i>already</i> , point these out to them and write them on the board. <u>Lesson delivery</u> 2. Introduce the vocabulary at the top of the page (Pupil's Book, p.52) using examples from your school. 3. Follow the instructions for Activity 1 in the Teacher's Book, p.86. Pupils listen to the dialogue to find the answers to their questions. Make sure that pupils close their books to listen, rather than reading the dialogue. 4. Instead of reading the text to find examples of <i>yet</i> and <i>already</i> , play the recording again and have pupils raise their hand when they hear the words. 5. Ask pupils to read the dialogue and notice the form and meaning of the present perfect, <i>yet</i> and <i>already</i> . 6. Follow the instructions for Activity 2 in the Teacher's Book, p.86. Pupils write sentences to practise <i>yet</i> and <i>already</i> . 7. Follow the instructions for Activity 3 in the Teacher's Book, p.87. Pupils make a list of things to do at a new school. You could ask them to imagine their first day at secondary school, if this is appropriate in your context. 8. Follow the instructions for Activity 4 in the Teacher's Book, p.87. Pupils have a conversation using questions and answers using the target language. <u>Post-lesson</u> 9. Follow the instructions for Cooler: It's 8 o'clock in the Teacher's Book, p.87.	<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u> Page(s): 52 Exercise(s): 1–4  <u>Teacher's Book:</u> Page(s): 86–87	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider asking more proficient pupils to try to notice and explain the new language to the class or group in Step 5, especially if pupils are not used to this way of working with new grammar.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

<b>WEEK:</b>	<b>LESSON: 33 (Speaking 6)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Cool jobs	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present perfect questions with <i>How long..?</i> and answers with <i>for</i> and <i>since</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Bingo in the Teacher's Book, p.84.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.84. Pupils are introduced to the target language. Encourage pupils to think for themselves about the language form and meaning by asking the questions suggested in the Teacher's Book instructions, rather than giving explanations straight away.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.84. Have pupils work in pairs to write the questions and answers so that they can support each other.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.84. Encourage pupils to do this without writing questions.</p> <p>5. Have pupils write the questions from Activity 3 in their notebooks. Then ask them to add more questions, as many as they like (set a time limit).</p> <p>6. Pupils ask and answer their questions in pairs.</p> <p>7. Re-pair pupils or put pairs together into groups of four. Pupils tell each other information about their partner from steps four to six.</p> <p><u>Post-lesson</u></p> <p>8. Follow the instructions for Cooler: How long has Lili...? in the Teacher's Book, p.85.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 51</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 84–85</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider adding a practice stage into the lesson between Steps 3 and 4 which will help pupils work with the new target language in writing before the main speaking activity.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 34 (Language Arts 8)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Akbar's Dream	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Punctuation: speech marks

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.2</p> <p>Express personal responses to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.2.1</p> <p>Describe in simple language a character's actions or feelings and explain the reasons for them</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>1. Play video <a href="https://www.youtube.com/watch?v=d1HWaT6494w">https://www.youtube.com/watch?v=d1HWaT6494w</a> to remind pupils how speech marks are used. Get pupils to find speech marks or spoken sentences in their copy of Akbar's Dream and share them with a friend.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>2. Prepare cut-out speech strips from the guidebook (page 57) and put them in a box.</li> <li>3. Select pupils randomly to pick out a speech strip. Pupils read out the speech strips using appropriate intonation and expression.</li> <li>4. Other pupils guess the characters who said them and justify their answers by providing evidence from the text.</li> <li>5. Distribute worksheets from the guidebook (page 58) to each pupil. Pupils complete the worksheets individually.</li> <li>6. Have pupils check their answers in pairs, then as a whole class. Monitor and see how pupils manage the worksheets. Give feedback on their effort as much as their answers.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>7. Use Post-lesson Task 11 (Peer Medals and Future Missions): Ask pupils to give feedback on their partner's participation in the lesson. Guide the focus of the feedback (i.e. completion of the worksheet). Pupils prepare notes on two things their partner did well (medals) and one thing the partner could improve on (missions) then give their feedback orally to one another. Monitor and see how pupils provide peer feedback.</li> </ol>	<p><i>Akbar's Dream</i> by Jane Langford</p> <p>Akbar's Dream Teacher's Guidebook</p> <p>Page(s): 56 - 58</p> <p>Using Speech Marks - Basic <a href="https://www.youtube.com/watch?v=d1HWaT6494w">https://www.youtube.com/watch?v=d1HWaT6494w</a></p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In Step 5, you may want to consider asking more proficient pupils to find and write spoken sentences in the short story on their own, but allow less proficient pupils to use speech strips used in Step 3. (Strategy 2)</p> <p>Consider the effort put into completing the worksheets as much as their answers in Steps 6 and 7. (Strategy 7)</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

<b>WEEK:</b> —	<b>LESSON: 35 (Writing 6)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Cool jobs	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> 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> ).

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.2.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Writing 4.2.4</p> <p>Describe personality</p>	<p><u>Pre-lesson</u></p> <p>1. Remind pupils of the post-lesson activity you did in the last lesson ('Numbers about me'). Have pupils do this activity in groups, using information about themselves.</p> <p><u>Lesson delivery</u></p> <p>2. Introduce vocabulary to describe personality (e.g. <i>brave</i>, <i>shy</i>, <i>outgoing</i>) which could describe people in different jobs. You could use examples for this.</p> <p>3. Using the word/picture cards, pupils play a game in groups where they match adjectives and jobs (e.g. Pelmanism, where the cards are all face-down; in turns, pupils turn over two cards to see if they make a pair) (CCE: Values – Understanding that certain jobs require different personalities or qualities).</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.90. However, pupils work first individually on their writing, basing it on their notes from the homework interview task (of course, they will have to change the title from 'My English teacher' to e.g. 'My father'). They should add in a sentence at the end which describes the personality of the person they interviewed. If some pupils have not done the homework, they can write about you, as in the instructions in the Teacher's Book.</p> <p>5. Follow the instructions for Activity 4 in the Teacher's Book, p.90. Pupils self-evaluate their writing.</p> <p>6. Have pupils make changes to their writing (second draft) in a different colour.</p> <p>7. In groups, pupils volunteer to read their work to each other.</p> <p>8. Follow the instructions for Working With Words in the Teacher's Book, p.90. Pupils focus on collocations with <i>make</i> and <i>do</i>.</p> <p><u>Post-lesson</u></p> <p>9. Consolidate learning in this lesson with a post-lesson task from Section 3 for this, or you could refer to the Games Bank in the Teacher's Book, pp.14–17.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 55</p> <p>Exercise(s): 3–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 90</p> <p>Pupils' homework from Lesson 54</p> <p>Word or picture flashcards of different jobs (one set per group)</p> <p>Word cards of different personality adjectives (one set per group)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having a task ready for fast writers. This could be an extension to the complementary learning standard or you could ask pupils to join another fast writer and write another similar paragraph using the information about you from Activity 2 in their Pupil's Book (p.54).</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

<b>WEEK:</b>	<b>LESSON: 36 (Speaking 7)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Cool jobs	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language & Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Functional language (polite language, e.g. <i>I'm afraid I...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.2</p> <p>Use appropriate communication strategies</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Speaking 2.2.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Write on the board: <i>haven't - I'm - time - I - sorry - had - . . .</i>, Pupils race to make a sentence [Answer: <i>I'm sorry, I haven't had time.</i>] Repeat with another phrase from the previous lesson.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Communication in the Teacher's Book, p.93. Extend this step by showing pupils how to keep interaction going to extend the dialogue, e.g. by repeating a speaker's key words to check understanding or with phrases such as <i>Do you mean...?</i></p> <p>3. Follow the instructions for Activity 4 in the Teacher's Book, p.93. Pupils act out a dialogue with Robert. They should use strategies from Step 2 in their dialogue.</p> <p>4. Hand out the worksheets and have pupils look at the dialogue and choose the most appropriate ways to complete it. They should work with expressions from this lesson at this stage, including polite language and interaction strategies.</p> <p>5. In their notebooks, pupils draw a picture of a robot, and give it a name. The picture should show the robot doing something helpful (See Pupil's Book, p.56 for a model).</p> <p>6. Pupils use their robots to create and practise a similar dialogue to Step 3.</p> <p><u>Post-lesson</u></p> <p>7. Have volunteers come to the front of the class to perform their dialogue. Give positive feedback on their efforts and draw attention in feedback to the use of interaction strategies (Main Learning Standard).</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 56</p> <p>Exercise(s): 4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 93</p> <p><u>Worksheet:</u></p> <p>A dialogue building task, including expressions from this lesson.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider setting a time limit for drawing at Step 5 and reminding pupils that their picture does not need to be perfect.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

<b>WEEK:</b>	<b>LESSON: 37 (Reading 7)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Cool jobs	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Spelling of common words, e.g. <i>played, love, football</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Writing 4.3.2</p> <p>Spell most high frequency words accurately in independent writing</p>	<p><u>Pre-lesson</u></p> <p>1. Introduce pupils to the topic of codes by playing ‘Fizz-Bump’: Pupils stand in a circle (more than one circle if you have a large class) to play a counting game. In turns, going around the circle, they begin counting from 1. When a number can be divided by 3, pupils say <i>fizz</i> instead of the number; when divisible by 5, say <i>bump</i>. E.g.: (1) <i>one</i> – (2) <i>two</i> – (3) <i>fizz</i> – (4) <i>four</i> – (5) <i>bump</i> – (6) <i>fizz</i> (because <math>2 \times 3 = 6</math>) – (7) <i>seven</i> – (8) <i>eight</i> – (9) <i>fizz</i> (because <math>3 \times 3 = 9</math>) – (10) <i>bump</i> (because <math>2 \times 5 = 10</math>) and so on.</p> <p><u>Lesson delivery</u></p> <p>2. Reinforce the idea of codes by following the instructions for Cooler: Numbers and letters in the Teacher’s Book, p.95. Pupils should try to read words using a code. Note that this kind of code breaking supports pupils’ spelling.</p> <p>3. Follow the instructions for Activity 1 in the Teacher’s Book, p.94. Pupils read and answer the questions.</p> <p>4. Follow the instructions for Activity 2 in the Teacher’s Book, p.94. Pupils use the code to decode the message.</p> <p>5. Follow the instructions for Activity 3 in the Teacher’s Book, p.94. Pupils create their own code in pairs.</p> <p>6. Follow the instructions for Activity 4 in the Teacher’s Book, p.94. Pupils write a message for their partner using the code.</p> <p>7. Follow the instructions for Musical learners in the Teacher’s Book, p.94.</p> <p><u>Post-lesson</u></p> <p>8. Follow the instructions for Warm-up in the Teacher’s Book, p.94. Pupils write words beginning with the letters in their names.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil’s Book:</u></p> <p>Page(s): 57</p> <p>Exercise(s): 1–4</p> <p><u>Teacher’s Book:</u></p> <p>Page(s): 94–95</p> <p>A recording of a popular song in English.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider introducing a little history behind code breaking, such as its use in World War 2 and by Caesar, as mentioned in the text. This may help motivate pupils as it brings the topic alive.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> —	<b>LESSON: 38 (Language Arts 9)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> My Sister's Eating Porridge	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language/Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main skill</b> Language Arts 5.2</p> <p>Express personal responses to literary texts</p> <p><b>Complementary skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main skill</b> Language Arts 5.2.1</p> <p>Describe in simple language a character's actions or feelings and explain the reasons for them</p> <p><b>Complementary skill</b> Writing 4.3.2</p> <p>Spell most high frequency words accurately in independent writing</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>Pupils look at the picture in the poem and describe what they can see in the picture.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>Pupils recite the poem aloud.</li> <li>Elicit responses from pupils: <ul style="list-style-type: none"> <li>How would you feel if the girl in the poem were your sister?</li> <li>How would you react if food were to be thrown all over the place and on you?</li> <li>Would you dislike your sister? Why? Why not?</li> </ul> </li> <li>Pupils describe how their younger brother /sister eats by filling in the Bubble Map (Refer to guidebook).</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>Pupils present their Bubble Map to the class.</li> </ol>	<p><i>Anthology of Poems for Year 4,5, and 6</i></p> <p><i>My Sister's Eating Porridge</i> by John Coldwell</p> <p>Page: 31</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) -poetry</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider encouraging more proficient pupils to give several reasons for their answers in Step 3.</p>



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 4)

<b>WEEK:</b> —	<b>LESSON: 39 (Language Awareness 4)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> Cool jobs	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 4 with an activity from the list of pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Choose from activities from the Review section (Pupil's Book pp.58–59, Activities 1–5), which reviews the language, vocabulary and skills covered in Units 3 and 4. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in the review unit. See Teacher's Book pp.96–97 for instructions for activities.</p> <p>3. Have pupils do a listening task which is based on the unit theme of jobs. You can create your own script and read it aloud if you can't find a suitable audio recording, or you could use a suitable video from the internet. Collect their work and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 58–59</p> <p>Exercise(s): 1–5</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 96–97</p> <p><u>Worksheet:</u></p> <p>A listening task.</p> <p>Self-assessment worksheet (see below)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

## How did I do in Unit 4?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...talk about different jobs and jobs I might have

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...use polite language

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...ask and answer questions using present perfect

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...use words with *make* and *do*

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 5

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

WEEK:	<b>LESSON: 40 (Writing 7)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Cohesive devices ( <i>because, so, but</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Writing 4.2.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p> <p><b>Complementary Skill</b> Listening 1.2.3</p> <p>Understand with little or no support longer simple narratives on a range of familiar topics</p>	<p><u>Pre-lesson</u></p> <p>1. Review key vocabulary or ideas from the story in Lesson 65 that pupils found challenging using an activity from the pre-lesson task list in Section 3.</p> <p><u>Lesson delivery</u></p> <p>2. Ask pupils to remember the names of the characters in the story from Lesson 65. Then ask them about the theme of the story.</p> <p>3. Follow instructions for Activity 1 in the Teacher's Book, p.100. However, play a recording of the story or read it yourself, rather than have pupils read. Make sure that they sit comfortably, just as they did when they read the story in the last lesson.</p> <p>4. Follow instructions for Activity 2 in the Teacher's Book, p.100. Check answers and refer to the written text in Pupil's Book, pp.60–61.</p> <p>5. Highlight the use of <i>because</i> which links two ideas in a sentence in the examples in Activity 2 to give a reason. Elicit the meaning of <i>so</i> and <i>but</i>. Give pupils one or two examples to demonstrate and contrast the meaning of the words.</p> <p>6. On the first worksheet, have pupils work in pairs to match the sentence halves on the worksheet. Then they add a suitable linking word, e.g. [Susi wanted to play inside] <i>because</i> [it was raining]. / [Grandma invented a cool robot] <i>but</i> [she couldn't invent a flying machine.] / [Suddenly, the sun came out] <i>so</i> [Ruby went outside.]</p> <p>7. Follow the instructions for Activity 3 in the Teacher's Book, p.100. Pupils write their answers in full sentences using conjunctions (check they are punctuated properly), after discussing with their partner. Monitor and gather common mistakes to use in the post-lesson stage.</p> <p><u>Post-lesson</u></p> <p>8. Use examples of pupils' mistakes from Step 7 to conduct whole-class error correction on the board.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 60–62</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 100</p> <p><u>Worksheet:</u></p> <p>Sentence halves which can be connected using a linking word, which pupils match and then add a suitable linking word to make a sentence.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider encouraging more proficient pupils to write several reasons for their answers in Step 7.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

<b>WEEK:</b> —	<b>LESSON: 41 (Speaking 8)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language & Environmental Sustainability	<b>LANGUAGE/GRAMMAR FOCUS:</b> Modifying adjectives with (not/just) <i>as...as; too... ; not ... enough</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Speaking 2.1.3</p> <p>Explain and give reasons for simple advice</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Cooler: Getting around in the Teacher's Book, p.103.</p> <p><u>Lesson delivery</u></p> <p>2. Review the previous lesson with Activity 3 in the Teacher's Book, p.103. Pupils talk about different transport. They can use ideas of transport from Step 1 as well as from the Pupil's Book, p.63.</p> <p>3. Ask pupils how they get to school. Ask some follow up questions about their journey to school every day (e.g. how long it takes/costs, what they do on the journey, etc.)</p> <p>4. Follow instructions for Activity 1 in the Teacher's Book, p.104. Pupils listen to the dialogue which introduces the new language.</p> <p>5. Follow instructions for Activity 2 in the Teacher's Book, p.104. Pupils practise the new language in a controlled way.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.105. Pupils talk about their journeys to school using modified adjectives.</p> <p>7. Follow the instructions for Warm-up: Shall I take the bus? in the Teacher's Book, p.104. During the presentation stage, have pupils conclude by saying whether they think people should or shouldn't use the mode of transport, e.g. <i>...so we think people shouldn't use their cars for short journeys because it is harmful to the environment. They should walk because it is healthier and not harmful to the environment.</i> (CCE: Environmental Sustainability.)</p> <p><u>Post-lesson</u></p> <p>8. Follow the instructions for Cooler: Team sentences in the Teacher's Book, p.105 or you could choose an activity to consolidate learning from the post-lesson tasks in Section 3.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 63–64</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 103–105</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider using target language cards or tokens which pupils must 'use up' when they share their ideas in step 6. This will ensure all pupils participate, and that they practise the Target Language (modified adjectives).</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

<b>WEEK:</b>	<b>LESSON: 42 (Listening 7)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Values; Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> Adjective modifiers review (e.g. <i>too, just, really</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Listening 1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Listening 1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics</p>	<p><u>Pre-lesson</u></p> <p>1. Introduce the topic of the lesson by asking pupils about popular sports and activities. You could also use a pre-lesson task from the list in Section 3 to introduce the topic.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.106. Pupils look at the picture of the skateboarder and talk about skateboarding.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.106. Pupils listen for detail to answer the questions.</p> <p>4. Draw attention to the words in the box in the Pupil's Book, p.65. Hand out the worksheet. Play the audio again and ask pupils to listen for the sentences with these words. After listening, they discuss the possible meaning of the words, then check in the dictionary in the Pupil's Book.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.107. Have pupils try to answer before listening, then to check with a third listening.</p> <p>6. Follow the instructions for Activity 4 in the Teacher's Book, p.107. Pupils discuss the question with a partner. Give feedback on pupils' ideas as a class.</p> <p>7. Focus on Values, in particular the price-quality question (see Teacher's Book, p.107) (CCE: Values; Financial Education).</p> <p><u>Post-lesson</u></p> <p>8. Follow the instructions for Cooler: Skateboard design in the Teacher's Book, p.107.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 65</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 106–107</p> <p><u>Worksheet:</u></p> <p>The sentences from the audio script (Teacher's Book, p.106) which contain the words in the vocabulary box in Pupil's Book, p.65. Highlight the words within those sentences.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having pupils follow the audio script if they find the listening activities very difficult. You could replay short extracts if necessary, but it is better to avoid playing the whole recording for a fourth time as many pupils will be bored and could become de-motivated.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 43 (Language Arts 10)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Here is the Nose	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Subject-verb agreement: here is / here are

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>1. Show pupils pictures of the poem.</li> <li>2. Ask pupils to predict words they might hear/read in the poem. (see Pre-lesson Task 8)</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>3. Pupils read the poem aloud.</li> <li>4. Elicit from the pupils on what the poem is about and would they do the same as the boy.</li> <li>5. Put the pictures on the board but not in sequence. (Refer to guidebook. Page: 85)</li> <li>6. Pupils sequence the pictures based on the poem.</li> <li>7. Pupils get into groups.</li> <li>8. Distribute envelopes with cut-up strips to each group.</li> <li>9. In groups, pupils rearrange the steps according to the pictures sequenced and paste them on a piece of paper.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>10. Pupils display their work in a gallery walk.</li> </ol>	<p><i>Anthology of Poems for Year 4,5, and 6</i></p> <p><i>Here is the Nose</i> by Clyde Watson</p> <p>Page 32</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry (Page 85)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider encouraging more proficient pupils to give several reasons for their answers in Step 4.</p>
<p><b>Complementary Skill</b> Reading 3.3</p> <p>Read independently for information and enjoyment</p>	<p><b>Complementary Skill</b> Reading 3.3.1</p> <p>Read and enjoy A2 fiction / non-fiction print and digital texts of interest</p>			

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

<b>WEEK:</b>	<b>LESSON: 44 (Writing 8)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Creativity & innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Narrative tenses review, e.g. past simple, past continuous

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Listening 1.2.3</p> <p>Understand with little or no support longer simple narratives on a range of familiar topics</p>	<p><u>Pre-lesson</u></p> <p>1. Gather pupils to the front of the classroom around you, or make sure they are sitting comfortably in their places. Tell the story you have chosen for this lesson. Make sure to include the beginning, middle and end. Ask a gist listening question to give pupils a reason to listen.</p> <p><u>Lesson delivery</u></p> <p>2. Ask pupils if they enjoyed listening to the story and give feedback on the gist question.</p> <p>3. Tell pupils they will create their own stories in this lesson. Hand out the cut-up sentences from Pupil's Book, p.67, one sentence per pupil. Note that these should be the first sentence given, not the questions and prompts, i.e. <i>Tania sat up in bed</i>. NOT <i>She was excited because (Why?)</i>. Ask pupils to look at the picture and match their sentence to a picture.</p> <p>4. Have pupils read the questions and prompts for their sentence on Pupil's Book, p.67. In their notebooks, they write their sentence and then extend that stage of the story using the prompts given. They can answer these in any way they wish, even if it doesn't exactly match the story.</p> <p>5. Put pupils in groups of six so that the groups are made up of one pupil for each sentence/picture/stage of the story. Have pupils share their ideas to create a story. Note that the story may turn out oddly because it includes different ideas. Have pupils decide on a more logical progression of the story if necessary, although allow plenty of creativity and imagination – the story doesn't have to be fixed.</p> <p>6. Within the groups, pupils make pairs. In their notebooks, they work together to write the story. Allow plenty of time for this, and have pupils work together to co-write the story. Monitor and check pupils are participating equally.</p> <p><u>Post-lesson</u></p> <p>7. Have volunteers read their stories to the class. The class should listen and identify any differences between what they hear and their own story.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 66–67</p> <p>Exercise(s): 3</p> <p>Cut-up sentences from Activity 3, Pupil's Book, p.67</p> <p>A short story of your choice on a topic familiar to pupils</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider monitoring closely at Step 4 to ensure that all pupils are able to write their stage of the story. Give extra support to less proficient pupils and allow them to ask other pupils for help and ideas. Also, use the first sentence as a model when setting up the activity, then give this same sentence to less proficient pupils to work on.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

<b>WEEK:</b>	<b>LESSON: 45 (Listening 8)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Financial Education	<b>LANGUAGE/GRAMMAR FOCUS:</b> Functional language: getting around, e.g. <i>Could I have two return tickets, please?</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Listening 1.1</p> <p>Recognise and reproduce target language sounds</p>	<p><b>Main Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p> <p><b>Complementary Skill</b> Listening 1.1.1</p> <p>Recognise and reproduce independently a wide range of target language phonemes</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Board race in the Teacher's Book, p.110 to review/introduce the topic of travel.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Vocabulary in the Teacher's Book, p.110 to introduce key vocabulary. Ask pupils what they think the topic of the listening activity will be. Elicit/teach the words.</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.110. Pupils look at the photos before listening.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.110. Pupils listen and fill in the gaps. During feedback, ask pupils if they think the ferry trip is cheap or expensive compared to transport prices in Malaysia. Talk about how things cost different amounts in different countries (CCE: Financial Education).</p> <p>5. Hand out the worksheets and ask pupils to listen again. They should choose which questions they hear.</p> <p>6. Drill the questions and different answers. Focus on the intonation in questions in particular, based on the audio recording.</p> <p>7. Have pupils practice the conversation using the questions and answers based on the information in Activity 2. Give feedback on their use of intonation, using the audio recording as a model to refer to.</p> <p><u>Post-lesson</u></p> <p>8. Choose a post-lesson task from Section 3 to review and consolidate key learning, or you could refer to the Games Bank in the Teacher's Book pp.14–17.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 68</p> <p>Exercise(s): 1–2</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 110</p> <p><u>Worksheet:</u></p> <p>An MCQ activity where pupils listen and choose which questions they hear.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider drilling the language in different ways in Step 6 to encourage pupils to speak loudly, quietly, happily, angrily etc. This will help pupils learn to express themselves and will make drilling more fun.</p>



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 5)

<b>WEEK:</b>	<b>LESSON: 46 (Reading 8)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Getting around	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Science & Technology	<b>LANGUAGE/GRAMMAR FOCUS:</b> Cohesive devices; Modal verbs for rules & obligation: <i>have to</i> and <i>need to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Writing 4.2.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p>	<p><u>Pre-lesson</u></p> <p>1. Introduce the topic of video games in a fun way using a pre-lesson task or a video game-like activity of your own.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.112. Pupils look at the video game and answer questions.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.112. Pupils read the text in detail and try to solve the puzzle.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.112. Pupils give the steps to solve the puzzle.</p> <p>5. Ask pupils about their favourite video games. Elicit what steps gamers follow to play the game. Encourage pupils to use words to link their ideas, following the example in Activity 3 in the Pupil's Book, p.69. Encourage pupils to add in <i>have to</i> and <i>need to</i> to the example.</p> <p>6. Pupils work in pairs. They think about a video game they both know and decide on the steps to follow to play the game using the words in the model and adding <i>have to</i> and <i>need to</i> where appropriate. They write the steps in their notebooks.</p> <p><u>Post-lesson</u></p> <p>7. Ask for volunteers to present their video games from Step 6.</p> <p>8. If you have time, you could follow instructions for the Cooler: A new member of the team in the Teacher's Book, p.112.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 69</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 112</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider introducing a model of language for Steps 5 and 6 using a game most pupils know well, perhaps one which is very popular at the moment.</p> <p>Limit the number of steps in the game to four (in Step 5 of the lesson) and allow less proficient pupils to include just two or three.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 47 (Language Arts 11)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Don't	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Negative Imperative (Don't)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.2  Express personal responses to literary texts  <b>Complementary Skill</b> Speaking 2.1  Communicate simple information intelligibly	<b>Main Skill</b> Language Arts 5.2.1  Describe in simple language a character's actions or feelings and explain the reasons for them  <b>Complementary Skill</b> Speaking 2.1.1  Give detailed information about themselves and others	<u>Pre-lesson</u> 1. Show pupils a picture of a mother reprimanding her child. 2. Ask pupils to predict what the mother could possibly say. (See pre-lesson task 8)  <u>Lesson delivery</u> 3. Introduce the poem. 4. Pupils recite the poem in the intonation and voice of an adult. 5. Elicit responses from pupils: - Why do parents set rules/are rules necessary? - Have you ever felt angry when your parents tell you something? - Do you like it when your parents forbid you from doing something you like? 6. Pupils give reasons for all 'Don'ts' in the poem. (Refer to activity on page 81 of the CCL guidebook) 7. Pupils work in groups. Every group brainstorms a list of things their parents have told them not to do.  <u>Post-lesson</u> 8. Pupils set up a gallery walk. Pupils read all the "Don'ts" and put a sticker on every 'Don't' their parents have said to them before. 9. Pupils compare the similarities and differences in the lists written by their friends and identify the most popular 'Don't'.	<i>Anthology of Poems for Year 4, 5, and 6</i>  <i>Don't</i> by John Kitching  Page 34  Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils and class. Please see the seven differentiation strategies listed in the introduction. Please also consider the following:  In addition, in Step 5, you may want to consider providing marker or model sentences for weaker pupils. This will increase their chances of success by being able to give responses.

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> _____	<b>LESSON: 48 (Project-Based Learning 1)</b>	<b>MAIN SKILL FOCUS:</b> Project-Based Learning	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

<b>CONTENT STANDARD</b>	<b>LEARNING STANDARD</b>	<b>LEARNING OUTLINE</b>	<b>MATERIALS / REFERENCES</b>	<b>DIFFERENTIATION STRATEGIES</b>
Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils.	Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupils.	Teachers will need to develop their own lessons based on topic/themes and resources that they select. Ideas for projects should be based on the needs and interests of the pupils.	Teacher to select their own materials	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

## Unit 6

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

WEEK:	<b>LESSON: 49 (Reading 9)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> How is it made?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Environmental Sustainability; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present forms: passive (e.g. <i>be made</i> ) and active ( <i>it takes...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Reading 3.2.4</p> <p>Use with some support familiar print and digital resources to check meaning</p> <p><b>Complementary Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>1. Choose an activity from the pre-lesson tasks in Section 3 to introduce the new topic.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>2. Follow the instructions for Activity 1 in the Teacher's Book, p.114. Pupils discuss the introductory questions.</li> <li>3. Follow the instructions for Activity 2 in the Teacher's Book, p.114. Pupils read the text for general understanding.</li> <li>4. Pupils work in pairs with a dictionary. They check the meaning of the words in the box on the Pupils' Book, p.70. Then they look for the words in the text to check their understanding of them. If dictionaries are not available, pupils can use the word list at the back of the Pupil's Book (p.139)</li> <li>5. Play a definitions game. Say a definition for a word in the box. Pupils listen and circle or write the word.</li> <li>6. Follow the instructions for Activity 4 in the Teacher's Book, p.115. Pupils read the text again to understand the steps in the jeans-making process.</li> <li>6. Talk further with pupils about recycling clothes to help the environment and as charity (CCE: Environmental Sustainability; Values).</li> <li>7. Ask pupils to note any more words in the text that are new. Encourage them to guess the meaning from the context. Then have them check the words in the dictionary.</li> <li>8. Gather ideas from pupils in the class. If you have extra time, you could play a vocabulary game with some or all of the new words.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>9. Follow the instructions for Cooler: Backs to the boards in the Teacher's Book, p.115.</li> </ol>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s): 70–71 Exercise(s): 1–4</p> <p><u>Teacher's Book:</u> Page(s): 114–115</p> <p>Dictionaries (optional)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, in Step 5, you may want to consider putting the words on cards and placing them around the room. Pupils have to move to the right card when you give the definition of the word. This is useful for particularly active classes.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

<b>WEEK:</b> —	<b>LESSON: 50 (Listening 9)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> How is it made?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Passive voice: Statements (e.g. <i>be made from..</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Tic-tac-toe in the Teacher's Book, p.118.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.118. Pupils are introduced to the new target language.</p> <p>3. Read aloud a section from the text in the Pupils' Book, p.70–71. Have pupils listen and count how many passive forms you say.</p> <p>4. Read it again and have them write the passive verb in their notebooks when they hear it.</p> <p>5. Adapt Activity 2 in the Pupil's Book, p.73 (see Worksheet in Materials/References column to the right). Hand out worksheets A and B to each pair of pupils, so that one pupil has A and one has B. In turns, pupils read aloud their sentence, pair by pair, while the partner listens. Together they decide which sentence in each pair sounds better.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.119. Pupils complete the text with the passive form.</p> <p><u>Post-lesson</u></p> <p>7. Follow the instructions for Cooler: What are they made of? in the Teacher's Book, p.119</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 73</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 118–119</p> <p><u>Worksheet:</u></p> <p>Versions A and B. One of each pair of sentences from Pupil's Book, p.73, Activity 2 on worksheets A and B each. Add more examples of pairs of sentences.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider using the video, if available, in Step 2 to engage pupils who prefer to watch this.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

<b>WEEK:</b>	<b>LESSON: 51 (Speaking 9)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> How is it made?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Passive voice: questions (e.g. <i>What's it made of?</i> ) and statements (e.g. <i>It's made of...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Telephone in the Teacher's Book, p.120.</p> <p><u>Lesson delivery</u></p> <p>2. Introduce the items and materials using the realia. Use the passive voice when talking about what the items are made of, e.g. <i>this clock is made of glass and metal</i>.</p> <p>3. Play a game to practise the new vocabulary. You could choose an activity from the Games Bank in the Teacher's Book, pp.14–17 or you could play a categorisation or brainstorming game/activity.</p> <p>4. Follow the instructions for Activity 1 in the Teacher's Book, p.120. Pupils hear the target language in context in the dialogue.</p> <p>5. Follow instructions for Activity 2 in the Teacher's Book, p.120. Pupils describe the objects.</p> <p>6. Follow instructions for Activity 3 in the Teacher's Book, p.120. Pupils make a new dialogue based on Activity 2.</p> <p>7. Pupils work in groups. Give each group some realia. You could ask pupils to add to the realia using their own items. Pupils talk about the items they have, based on the model dialogue. Monitor and help with vocabulary. Also, check that all pupils are participating.</p> <p>8. Give feedback by asking pupils to tell you what they have that is made of wood/metal/etc.</p> <p><u>Post-lesson</u></p> <p>9. Play a guessing game where you describe items according to what they are made of and pupils guess what the items are, e.g. <i>it is made of plastic, metal and glass. It is used for talking to people</i> (answer: mobile phone).</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 74</p> <p>Exercise(s):1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 120</p> <p>Realia (real things) of a range of common items found in the home made of different materials.</p> <p>You could ask pupils to bring some unusual items from home.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking each pupil to choose between two and five items to describe in Step 7. This would allow more proficient pupils to talk more, yet ensure less proficient or shy pupils also participate.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> —	<b>LESSON: 52 (Language Arts 12)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> The Wizard of Oz	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language/ Creativity And Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> First conditional, e.g. If you..., will..

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.3  Express an imaginative response to literary texts.	<b>Main Skill</b> Language Arts 5.3.1  Respond imaginatively and intelligibly through creating simple stories and simple poems  Other imaginative responses as appropriate.	<u>Pre-lesson</u> 1. Write 'Magic' on the board and elicit responses from pupils on what they know about magic.  <u>Lesson delivery</u> 2. Go through the features of the book cover with pupils. 3. Pupils brainstorm ideas (characters, setting, story) about the book. 4. Pupils name themselves with special names (e.g. Jason the Joker, Henry the Handyman, Dave the DeeJay) 5. Pose a question "If you become a Wizard what would you do?" Pupils share their ideas. 6. Pupils describe the special powers they want to have and the reasons for having the powers.  <u>Post-lesson</u> 7. Pupils imagine and design a costume for themselves as a witch or wizard.	<i>The Wizard of Oz</i> by L. Frank Baum  The Wizard of Oz Teacher's Guidebook	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider encouraging pupils to ask each other for help as well as asking you in Steps 5 and 6 in particular.
<b>Complementary Skill</b> Speaking 2.1  Communicate simple information intelligibly	<b>Complementary Skill</b> Speaking 2.1.1  Give detailed information about themselves and others			

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

<b>WEEK:</b>	<b>LESSON: 53 (Writing 9)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> How is it made?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Passive voice (e.g. <i>Water is added to...</i> ); linking words (Sequencing: <i>first, second, next, then, finally</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.2.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p> <p><b>Complementary Skill</b> Writing 4.3.1</p> <p>Use capital letters, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p>	<p><u>Pre-lesson</u></p> <p>1. Use an activity from the list of Pre-lesson tasks in Section 3 to review the topic of food and introduce 'pasta'.</p> <p><u>Lesson delivery</u></p> <p>2. Look through the activities on pp.76–77 and note any vocabulary which is new for pupils. Write the new vocabulary on the board. Give different pairs two or three words to check in the dictionary or in the word list at the back of the Pupil's Book (p.137).</p> <p>3. Hand out the worksheets. Ask pairs to find the definitions for their words from Step 2.</p> <p>4. Have pupils mingle in order to find out which words their classmates think match which definition. They will need to talk about the words they worked with in Steps 2 and 3. They should not show their worksheet, but should communicate in English to find out what their classmates think.</p> <p>5. Follow the instructions for Activity 1 in the Teacher's Book, p.124. Pupils match the stages with the pictures in the infographic and complete the sentences using the passive voice.</p> <p>6. Give feedback on the answers for Step 5. Introduce or review linking words for sequencing at this stage (see Look! box in Pupil's Book, p.77), focussing on the use of commas where appropriate.</p> <p>7. Follow the instructions for Activity 2 in the Teacher's Book, p.124. Pupils answer questions to guide them in writing an introduction.</p> <p>8. Follow the instructions for Activity 3 in the Teacher's Book, p.124. Pupils work in pairs to write about how pasta is made. Remind them to use linking words to help the flow of their writing.</p> <p><u>Post-lesson</u></p> <p>9. Review and consolidate new vocabulary and target language from this lesson with an activity from the post-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book, pp.14–17 for more ideas.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 76–77</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 124</p> <p><u>Worksheet:</u></p> <p>Definitions for new vocabulary in this lesson.</p> <p>Dictionaries (optional)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider nominating a few pupils to monitor in the mingling activity in Step 4 to remind pupils to speak English and not to show their worksheet to others.</p>



## SCHEME OF WORK: TEXTBOOK-BASED LESSON

WEEK:	LESSON: 54 (Speaking 10)	MAIN SKILL FOCUS: Speaking	THEME: World of Knowledge		
	TOPIC: How is it made?	CROSS-CURRICULAR ELEMENT (CCE): Values: Financial Education; Creativity & Innovation	LANGUAGE/GRAMMAR FOCUS: Use of language in advertising, e.g. <i>great value; wonderful; only \$XX</i>		
CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE		MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Speaking 2.2  Use appropriate communication strategies  <b>Complementary Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts	<b>Main Skill</b> Speaking 2.2.2  Agree a set of basic steps needed to complete extended classroom tasks  <b>Complementary Skill</b> Listening 1.2.4  Understand longer sequences of supported classroom instructions	<u>Pre-lesson</u> 1. Review the topic of recent lessons, focussing on the previous lesson in particular. You could use an activity from the list of pre-lesson tasks from Section 3. <u>Lesson delivery</u> 2. Show the adverts. Pupils decide what each advert is selling. They talk to their partner and note their answer. 3. Play the recording of the adverts in Pupil's Book, Lesson 5 (Audio 1.28, see Teacher's Book, p.122). Discuss with pupils the kind of language strategies used to try to encourage people to buy the product. This may be using strong words like <i>love</i> or <i>fantastic</i> , or telling people it is <i>free</i> or <i>just..</i> (CCE: Values; Financial Education) 4. Have pupils look again at the Pupil's Book, p.75, Activity 2 to identify how language is used to sell the products. 5. Show the adverts you brought again. Have pupils identify similar language. If it is in their L1, have them try to translate it into English. 6. Tell pupils they will work in groups to create and perform an advert (CCE: Creativity & Innovation). Assign groups and hand out the worksheet. Pupils put the steps in order so that they can complete the task, e.g. – decide what you will sell in your advert; - decide what language you will use to encourage people to buy it; - write a script; - practise your advert; - perform your advert. (CCE: Values). 7. Read out the steps of the project in order. Pupils listen and check their answers from Step 6. Focus pupils' attention further on the guidelines in the Pupil's Book, p.78, Activities 3 and 4. 8. Pupils prepare their adverts. Monitor to offer support and encouragement. Make sure pupils practise their adverts. <u>Post-lesson</u> 9. Groups perform their adverts to the class. Have the class evaluate them in terms of the kind of language they use and how effective the adverts are in selling the product. Manage this stage so that pupils give constructive comments and plenty of praise. (CCE: Values). Make a note of some of the feedback points, so you can refer to it in Lesson 94.		<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u>  Page(s): 75, 78  Exercise(s): 3–4  <u>Audio 1.28</u> (See Teacher's Book, p.122)  Three or four adverts from magazines and/or TV. These could be in English and/or L1.  <u>Worksheet:</u> Jumbled sentences giving the steps of the mini project to follow.	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, for Step 8, you may want to consider assigning one pupil per group to ensure everyone is on task and using English as appropriate.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

<b>WEEK:</b>	<b>LESSON: 55 (Reading 10)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> How is it made?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Financial Education; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Functional language: giving opinions (e.g. <i>For me, it's important that...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions in the Teacher's Book, p.128 for Warm-up: Ready, set, draw.</p> <p><u>Lesson delivery</u></p> <p>2. Review the topic of jeans by asking pupils if they wear jeans. Encourage them to talk about the small differences between jeans they wear (or other clothes).</p> <p>3. Tell pupils they will read about some jeans and answer some reading comprehension questions. Pupils do the activity on the worksheet on their own. Monitor and note how pupils do on this activity, and discuss the answers as a whole class.</p> <p>4. Follow the instructions for Activity 1 in the Teacher's Book, p.128. Pupils read the texts (including the one they have just read) and complete the table.</p> <p>5. Tell pupils how many RM (Malaysian Ringgits) there are in £1 (pound). Show them how to convert £ into RM. Have them convert the prices shown in the texts. (CCE: Financial Education).</p> <p>6. Follow the instructions for Activity 2 in the Teacher's Book, p.128. Pupils talk about the different jeans.</p> <p>7. Follow the instructions for Activity 3 in the Teacher's Book, p.128. Pupils discuss how they would spend their £50. (CCE: Values).</p> <p><u>Post-lesson</u></p> <p>8. Follow the instructions for Cooler: Football game, choose an activity from the post-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book, pp.14–17 for more ideas.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 79</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 128</p> <p><u>Worksheet:</u></p> <p>Use one of the texts (Pupil's Book, p.79) to create a reading comprehension assessment.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having less proficient pupils work with just one or two of the texts in Step 4.</p>

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON: 56 (Language Arts 13)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Wizard of Oz	CROSS-CURRICULAR ELEMENT (CCE): Language/ Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Future forms: <i>will</i> and <i>going to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary text</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>1. Paste the enlarged version of 'What is on the Cover' worksheet from the guidebook on the board.</li> <li>2. Pupils get into groups. In groups, pupils discuss and paste the answer cut-outs on the board.</li> <li>3. Discuss the answers. The group with the most correct answers is the winner.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>4. Each group performs group reading for Chapters 1 and 2.</li> <li>5. Elicit responses from pupils about the setting, characters and how Dorothy's house landed in the Land of Oz.</li> <li>6. Pupils watch a short video of Dorothy in her blown away house. <a href="https://www.youtube.com/watch?v=RQWSH7Db-E">https://www.youtube.com/watch?v=RQWSH7Db-E</a></li> <li>7. Asks pupils the following questions:               <ol style="list-style-type: none"> <li>a. "If you were carried away by a cyclone like what happened to Dorothy, where do you think you will end up?"</li> <li>b. What will you see at the new place?</li> <li>c. What kind of characters will you meet?</li> </ol> </li> <li>8. Pupils complete the Circle Map worksheets. (Refer to guidebook page 100 -104)</li> <li>9. Based on the three Circle Maps, pupils create a story that begins with: <i>'If I was carried away by a cyclone like what happened to Dorothy, I think I would end up on...'</i></li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>10. Pupils present their stories to the class.</li> </ol>	<p><i>The Wizard of Oz</i> by L. Frank Baum</p> <p><a href="https://www.youtube.com/watch?v=RQWSH7Db-E">https://www.youtube.com/watch?v=RQWSH7Db-E</a></p> <p>The Wizard of Oz Teacher's Guidebook</p> <p>Page(s): 32, 100-104</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, in Step 9, you may want to consider providing marker or model sentences for weaker pupils. This will increase their chances of success by being able to write a story.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 6)

<b>WEEK:</b> —	<b>LESSON: 57 (Language Awareness 5)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> How is it made?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 6 with an activity from the list of pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Choose from activities from the Review unit (Pupil's Book pp.80–81, Activities 1–5), which review the language, vocabulary and skills covered in Units 5 and 6. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in the review unit. See Teacher's Book pp.130–131 for instructions for activities.</p> <p>3. Have pupils do a reading task which is based on the unit theme. Collect their work and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 80–81</p> <p>Exercise(s): 1–5</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 130–131</p> <p><u>Worksheet:</u></p> <p>A reading task.</p> <p>Self-assessment worksheet (see below).</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

## How did I do in Unit 6?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...talk about how things are made      Great \_\_\_\_      OK \_\_\_\_      A little \_\_\_\_

...use language to help sell something  
(e.g. an advert)      Great \_\_\_\_      OK \_\_\_\_      A little \_\_\_\_

...tell the difference between fact and  
opinion      Great \_\_\_\_      OK \_\_\_\_      A little \_\_\_\_

...use the passive (e.g. *is made*)      Great \_\_\_\_      OK \_\_\_\_      A little \_\_\_\_

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 7

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

WEEK:	<b>LESSON: 58 (Writing 10)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Adjectives to describe personality; prefixes: <i>im-</i> / <i>un-</i> / <i>dis-</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Writing 4.2.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Speaking 2.1.5</p> <p>Ask about and describe personality</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: One-question interview in the Teacher's Book, p.132.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.134. Pupils review the reading text from the previous lesson and answer questions in Pupil's Book, p.84.</p> <p>3. Elicit and tell pupils more about the legend of Robin Hood, an English folk legend. Focus in particular on how he helped people and was a hero (CCE: Values). You could show a picture of Robin Hood or even an extract from one of many films about him.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.134. Pupils think about the focus and features of the two texts.</p> <p>5. Follow the instructions for Working with words in the Teacher's Book, p.134. Pupils look at modifying words in order to make them negative.</p> <p>6. Ask pupils to highlight words which relate to personality. Brainstorm more adjectives to describe personality.</p> <p>7. In pairs, have pupils use some of the words to describe Robin Hood. They discuss their ideas first.</p> <p>8. Then, have pairs of pupils write at least four sentences to describe the personality of Robin Hood. Focus on the adjectives in particular and have pupils check spelling.</p> <p>9. Pairs share and discuss their ideas with another pair to see if they agree.</p> <p><u>Post-lesson</u></p> <p>10. Play a short extract from a Robin Hood film and ask pupils to check their personality adjectives. Or you could use the personality adjectives in a personalised activity, such as one from the list of post-lesson tasks in Section 3.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 82–84</p> <p>Exercise(s): 1–2</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 132, 134</p> <p>Picture of Robin Hood and/or extract from a Robin Hood film.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider the extension activity in the Teacher's Book on p.135.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

<b>WEEK:</b>	<b>LESSON: 59 (Listening 10)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Patriotism	<b>LANGUAGE/GRAMMAR FOCUS:</b> Present simple for future meaning

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts  <b>Complementary Skill</b> Speaking 2.1  Communicate simple information intelligibly	<b>Main Skill</b> Listening 1.2.2  Understand with little or no support specific information and details of longer simple texts on a range of familiar topics  <b>Complementary Skill</b> Speaking 2.1.4  Ask about and describe future plans or events	<u>Pre-lesson</u> 1. Review the texts from the previous lesson by asking Questions 2 and 3 in Activity 3 in the Pupil's Book, p.84. (CCE: Patriotism) <u>Lesson delivery</u> 2. Ask pupils if they have ever been to or performed in a music concert to set the context of the dialogue. 3. Follow the instructions for Vocabulary in the Teacher's Book, p.138. 4. Show the picture in the Pupil's Book, p.86 to further set the context, then hand out the worksheet. Ask pupils to close their books (so they can't read) and then have them listen to the recording of the dialogue (See Teacher's Book, p.138/Pupil's Book, p.86, Audio 2.2) and answer the questions individually. 5. Pupils check their answers in pairs before reviewing them as a class. Note any problems pupils have with this style of question, or individuals who found this particularly challenging. 6. Draw pupils' attention to the future meaning in the use of present form, e.g. <i>The bus leaves at 6.30</i> – is 6.30 now, or in the future? 7. Follow the instructions for Activity 2 in the Teacher's Book, p.138. Pupils make statements in the present simple for future meaning. 8. Follow instructions for Activity 3 in the Teacher's Book, p.138. Pupils make and practise similar dialogues. <u>Post-lesson</u> 9. Follow the instructions for Cooler: Itinerary in the Teacher's Book, p.139.	<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u> Page(s): 84, 86  Exercise(s): 3, 1–3  Audio 2.2  <u>Teacher's Book:</u> Page(s): 138–139  <u>Worksheet:</u> A listening task: MCQs for the dialogue (Pupil's Book, p.86, Activity 1).	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider supporting less proficient pupils in listening by allowing them to refer to the script in the Pupil's Book as they answer the questions on the worksheet.

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

<b>WEEK:</b> —	<b>LESSON: 60 (Speaking 11)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Future forms: <i>will</i> and <i>going to</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Speaking 2.1.4</p> <p>Ask about and describe future plans or events</p> <p><b>Complementary Skill</b> Writing 4.2.2</p> <p>Describe future plans or events</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Tense review in the Teacher's Book, p.136.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.136. Pupils are introduced to <i>will</i> and <i>going to</i> futures. Contrast with the use of present simple, which we use for scheduled future events.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.136. Pupils complete the sentences with <i>will</i> or <i>going to</i>.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.137. Pupils discuss the questions.</p> <p>5. Ask pupils to write about their future ideas in Activity 3 in the Workbook, p.74. You could make a worksheet based on this.</p> <p>6. In pairs, pupils talk about their ideas in Step 5. Encourage them to ask each other extension questions.</p> <p><u>Post-lesson</u></p> <p>7. Discuss the Values question in the Pupil's Book, p.85 (See Teacher's Book, p.137) with the class, then have them brainstorm ideas in small groups. (CCE: Values)</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 85</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 136–137</p> <p><u>Workbook:</u></p> <p>Page: 74</p> <p>Exercise: 3</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider focussing on meaning rather than using grammatical terminology in Step 1 if pupils are less familiar with tense names in English.</p>



### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON: 61 (Language Arts 14)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Wizard of Oz	CROSS-CURRICULAR ELEMENT (CCE): Language/ Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Narrate short stories, events and experiences

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate.</p>	<p><u>Pre-lesson</u></p> <p>1. Use Pre-lesson Task 5 (Sit down, Stand Up): Teacher comes up with statements that may be true or false from Chapters 1 and 2 of The Wizard of Oz. Pupils stand up if the statement is true and sit down if the statement is false (e.g. <i>Dorothy lived on a prairie in Kansas- true</i>)</p> <p><u>Lesson delivery</u></p> <p>2. In groups, pupils read Chapters 3 and 4 and discuss the main events in the chapters.  3. Each group is given a description of a scene from the chapters read.  4. Pupils discuss in their respective groups and come up with a short act to depict the scenes.  5. Groups take turns to act out and pupils guess the scenes.</p> <p><u>Post-lesson</u></p> <p>6. Pupils assess each group's presentation using Two Stars and a Wish: two things that are good (<i>stars</i>) and one thing that can be improved (<i>wish</i>).</p>	<p><i>The Wizard of Oz</i> by L. Frank Baum</p> <p>The Wizard of Oz Teacher's Guidebook</p> <p>Page(s): 85-86</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, in Steps 4-5, you may want to consider assigning a director who helps the group act. They should use English for this but do not need to perform themselves.</p>
<p><b>Complementary Skill</b> Speaking 2.2</p> <p>Use appropriate communication strategies</p>	<p><b>Complementary Skill</b> Speaking 2.2.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying.</p>			

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

<b>WEEK:</b>	<b>LESSON: 62 (Writing 11)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Phonology: rhythm and rhyme

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Listening 1.1</p> <p>Recognise and reproduce target language sounds</p>	<p><b>Main Skill</b> Writing 4.3.2</p> <p>Spell most high frequency words accurately in independent writing</p> <p><b>Complementary Skill</b> Listening 1.1.1</p> <p>Recognise and reproduce independently a wide range of target language phonemes</p>	<p><u>Pre-lesson</u></p> <p>1. Play a rhyming game, where pupils hear a word and should say another word which rhymes.</p> <p><u>Lesson delivery</u></p> <p>2. Re-elicited and write some of the pairs of rhyming words on the board from p.88 of the Pupil's Book. Remind pupils that sometimes the spelling is consistent between the pairs (e.g. <i>same</i> &amp; <i>game</i>), but other times it is different (e.g. <i>first</i> &amp; <i>worst</i>).</p> <p>3. Play the song from Lesson 102 again. Have pupils read along in the Pupil's Book, p.88 as they listen.</p> <p>4. Ask pupils to identify the rhyming words in the song.</p> <p>5. Follow the instructions for Activity 4 in the Teacher's Book, p.142-143. Pupils use a word in the box to complete the song.</p> <p>6. Have pupils try to write another verse for the song using their own ideas.</p> <p>7. Follow the instructions for Activity 5 in the Teacher's Book. Note that pupils' verses could be very different from one another's.</p> <p><u>Post-lesson</u></p> <p>8. Ask for volunteers to sing their verse to the class. Ask for feedback on the rhythm and rhyme in particular.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 88–89</p> <p>Exercise(s): 4–5</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 142-143</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having pupils use the model in Activity 4 to write another verse in Step 6 if they need it. More proficient pupils could write a completely new verse.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

<b>WEEK:</b>	<b>LESSON: 63 (Listening 11)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Describing music (e.g. <i>catchy</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.3</p> <p>Use appropriate listening strategies in a variety of contexts</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Listening 1.3.1</p> <p>Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Review the topic of music and concerts using an activity from the pre-lesson tasks in Section 3.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book. Pupils are introduced to the content of the listening.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book. Pupils listen to check their predictions in Step 2.</p> <p>4. Draw attention to the words in the box at the top of Pupil's Book, p.87. Ask pupils to guess the meaning of the words, based on what they have heard so far. Have pupils listen again for the words and try to guess their meaning. Finally, have them check meaning in the dictionary on p.140 of the Pupil's Book.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.140. Pupils listen for specific information to answer the questions. Encourage pupils to read and predict the gapped answers before listening. Note that this strategy is useful for the listening assessment.</p> <p>6. Explain that pupils will do a reading activity. Hand out the worksheets and have pupils read the questions. Elicit and discuss strategies for this question type, such as looking at different parts of the sentences in each option to check it matches with both what comes before and after it; and looking at the whole dialogue to get an overall understanding of the context so that the dialogue will make sense.</p> <p>7. Have pupils answer the questions individually before checking in pairs, then in the whole class. Monitor and see how pupils manage the questions. Give feedback on their effort as much as their answers.</p> <p><u>Post-lesson</u></p> <p>8. Review the music theme from the lesson by asking which song from the listening text sounds best. Have pupils justify their answers.</p> <p>Ask pupils to bring a recording of their favourite song to the next lesson on CD, audio file or link, if possible, so they can play it to the class.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 87</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 140</p> <p><u>Worksheet:</u></p> <p>A reading activity using a dialogue similar to Activity 1 in the Pupil's Book, p.86 about a concert by one of the three singers on p.87.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider using guiding questions to help pupils understand the words in Step 4, such as: <i>Does Clare like the song? Do you think this adjective is positive or negative? What word/suffix can you see?</i></p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

<b>WEEK:</b>	<b>LESSON: 64 (Reading 11)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Emotions (e.g. <i>frightened, happy</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p>	<p><b>Main Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p> <p><b>Complementary Skill</b> Speaking 2.3.1</p> <p>Narrate short stories, events and experiences</p>	<p><u>Pre-lesson</u></p> <p>1. Play a game to introduce the topic of films. You could choose an activity from the list of pre-lesson tasks in Section 3.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Warm-up: Tell me about it! in the Teacher's Book, p.146. Pupils talk about a film they saw recently.</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.146. Pupils look at scripts and match them to types of film.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.146. Pupils listen to some music and say how it makes them feel.</p> <p>5. Model reading aloud with emotion, as if acting in a film, using the scripts in Activity 1. Ask pupils to talk about how we can put emotion into what we say.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.146. Pupils match the music to the film type.</p> <p>7. Have pupils practice the different scripts in pairs. Encourage them to act using mime and gesture as they would if they are acting.</p> <p>8. Ask for volunteers for Activity 4. See the Teacher's Book. p.146</p> <p><u>Post-lesson</u></p> <p>9. Follow the instructions for Cooler: Which instruments? In the Teacher's Book, p.147.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 91</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 146–147</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to avoid nominating pupils to perform in front of the class as some pupils in the class may feel inhibited or shy. These pupils may also prefer not to act, even in Step 7. Avoid making them do so if they'd prefer not to.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

WEEK:	LESSON: 65 (Language Arts 15)	MAIN SKILL FOCUS: Language Arts	THEME: World of Stories
	TOPIC: The Wizard of Oz	CROSS-CURRICULAR ELEMENT (CCE): Language/ Creativity and Innovation	LANGUAGE/GRAMMAR FOCUS: Adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate.</p>	<p><u>Pre-lesson</u></p> <p>1. Conduct a pop quiz on the traits of each character in the story (Refer to guidebook page 68).</p> <p><u>Lesson delivery</u></p> <p>2. In small groups, pupils read out Chapters 5, 6 and 7.  3. Elicit responses from the pupils about the characters and their actions in the story.  4. Explain to pupils that they will write an acrostic poem.  5. In groups, pupils choose a character and discuss the characteristics as well as the significant dialogues.  6. Pupils write acrostic poems based on their chosen characters.</p> <p><u>Post-lesson</u></p> <p>7. Pupils recite their acrostic poems.  8. Conduct class feedback.</p>	<p><i>The Wizard of Oz</i> by L. Frank Baum</p> <p>The Wizard of Oz Teacher's Guidebook</p> <p>Page(s): 60-62</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider monitoring less proficient pupils more closely to offer support and encouragement and check their understanding of the tasks.</p>
<p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purpose in print and digital media</p>	<p><b>Complementary Skill</b> Writing 4.3.2</p> <p>Spell most high frequency words accurately in independent writing</p>			

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 7)

<b>WEEK:</b> —	<b>LESSON: 66 (Language Awareness 6)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> Music and Song	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 7 with an activity from the list of Pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book p.14-17 for more ideas.</p> <p><u>Lesson Delivery</u></p> <p>2. Choose from activities from the Workbook Check-up Challenge p.80-81, which reviews the language, vocabulary and skills covered in this unit. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in this review lesson. See Teacher's Book p.147 for instructions and answer keys for activities.</p> <p>3. Depending on your pupils' needs, have them do a writing task or a reading task which is based on the unit theme. Collect their work and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Workbook:</u></p> <p>Page(s): 80–81</p> <p><u>Worksheet:</u></p> <p>A writing task or a reading task.</p> <p>Self-assessment worksheet (see below).</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

## How did I do in Unit 7?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...respond to and talk about music	Great ____	OK ____	A little ____
...use language to write songs	Great ____	OK ____	A little ____
...ask, answer and report on interview questions	Great ____	OK ____	A little ____
...use different verb forms to talk about the future	Great ____	OK ____	A little ____

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 8

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

WEEK:	LESSON: 67 (Reading 12)	MAIN SKILL FOCUS: Reading	THEME: World of Stories
	TOPIC: Tell me a story	CROSS-CURRICULAR ELEMENT (CCE): Patriotism; Values	LANGUAGE/GRAMMAR FOCUS: 1 <sup>st</sup> conditional <i>if</i> clauses. (If + present, will + vb, e.g. <i>If you ask him, he'll paint...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Reading 3.3</p> <p>Read independently for information and enjoyment</p>	<p><b>Main Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p> <p><b>Complementary Skill</b> Reading 3.3.1</p> <p>Read and enjoy A2 fiction/non-fiction print and digital texts of interest</p>	<p><u>Pre-lesson</u></p> <p>1. Choose an activity from the pre-lesson tasks which introduces the topic of stories. You could also ask pupils what their favourite story is.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Warm-up: Famous Characters in the Teacher's Book, p.152. Encourage pupils to think of stories in their own culture as well as in other cultures. (CCE: Patriotism).</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.152. Pupils look at the picture to get an idea of the topic and setting of the story before reading through a prediction task.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.152. Have pupils relax and sit comfortably to read the story in their own time, rather than rush through it.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.153. Pupils decide on the main message of the story.</p> <p>6. Talk to pupils about stories with a message. Elicit other stories from their own culture and others (e.g. Aesop's Fables) which have a message. Explain how, in the past, adults educated children in morality through stories from a young age. (CCE: Values).</p> <p>7. Follow the instructions for Activity 4 in the Teacher's Book, p.153. Pupils guess the meaning of new words from the context of the story. Have pupils look at as many of the words as they can within a set time limit.</p> <p><u>Post-lesson</u></p> <p>8. Follow the instructions for Cooler: What's the word? in the Teacher's Book, p.152.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s): 96–97 Exercise(s): 1–4</p> <p><u>Teacher's Book:</u> Page(s): 152–153</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having a quiet task for fast readers to do in Step 4 so that they are quiet while other pupils finish reading the story.</p>



## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

WEEK:	LESSON: 68 (Listening 12)	MAIN SKILL FOCUS: Listening	THEME: World of Self, Family and Friends
	TOPIC: Tell me a story	CROSS-CURRICULAR ELEMENT (CCE): Language	LANGUAGE/GRAMMAR FOCUS: 1 <sup>st</sup> conditional <i>if</i> clauses (If + present, will + verb: <i>If you rest, you'll feel better</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Speaking 2.1.4</p> <p>Ask about and describe future plans or events</p>	<p><u>Pre-lesson</u></p> <p>1. Choose a pre-lesson task from the list in Section 3 which introduces the idea of <i>if</i> clauses.</p> <p><u>Lesson delivery</u></p> <p>2. Follow instructions for Warm-up: Future predictions in the Teacher's Book, p.156. Pupils make predictions in pairs using <i>will</i>.</p> <p>3. Follow instructions for Activity 1 in the Teacher's Book, p.156. Pupils are introduced to the new target language.</p> <p>4. Use the sentences in Activity 2 in the Pupil's Book, p.99 to make some correct/incorrect sentences. Have pupils close their books. Say the sentences 1–6 together as a short text (each sentence could be correct or incorrect). Pupils listen and decide which parts (verbs) are correct and which are incorrect. They write a corrected paragraph in their notebooks. You may need to repeat the sentences together a few times. Have pupils do this individually, then check their answers in pairs.</p> <p>5. Pupils read the sentences in Activity 2 in the Pupil's Book, p.99 to help check their answers to Step 4. They circle the correct word.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.157. Pupils make sentences about the future using <i>if</i> clauses + <i>will</i>. Pupils listen to each other in pairs to see if they have the same ideas.</p> <p><u>Post-lesson</u></p> <p>7. Follow instructions for Cooler: Complete the sentences in the Teacher's Book, p.157.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 99</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 156–157</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking less proficient pupils to write correct / incorrect only in Step 4, without rewriting a correct sentence.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

<b>WEEK:</b> —	<b>LESSON: 69 (Speaking 12)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> Tell me a story	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Modal verbs: <i>might (not), may (not), could</i>

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Speaking 2.1.4</p> <p>Ask about and describe future plans or events</p> <p><b>Complementary Skill</b> Writing 4.2.2</p> <p>Describe future plans or events</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: What are they saying? In the Teacher's Book, p.158, using the picture you have brought.</p> <p><u>Lesson delivery</u></p> <p>2. Write the words in the box in the Pupil's Book, p.100 on the board. Hand out the worksheet with the definitions and ask pupils to work in pairs to match the definitions with the words.</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.158. Pupils listen to the dialogue and act it out.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.158. Pupils write sentences to practice the target language (writing about possible future events).</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.159. Pupils use their sentences from Step 4 to create a new dialogue.</p> <p>6. Show the picture from Step 1 again. Have pupils make a similar dialogue to Step 5 in relation to the picture.</p> <p>If you have extra time, have pupils make predictions about events at the (coming) weekend.</p> <p><u>Post-lesson</u></p> <p>7. Follow the instructions for Cooler: Predict the weather in the Teacher's Book, p.158.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 100</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 158–159</p> <p><u>Worksheet:</u></p> <p>Definitions for matching with words in the box (see Pupil's Book, p.100).</p> <p>A picture of people talking in a particular situation (see Teacher's Book, p.158 – Warm up: What are they saying?)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider brainstorming some ideas as a whole class for Step 6, as some pupils may find it difficult to make predictions in this way.</p>

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> —	<b>LESSON: 70 (Language Arts 16)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> The Wizard of Oz	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language/ Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Modal verbs for obligation and advice : should and must

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.2</p> <p>Express personal responses to literary texts</p> <p><b>Complementary Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p>	<p><b>Main Skill</b> Language Arts 5.2.1</p> <p>Describe in simple language a character's actions or feelings and explain the reasons for them</p> <p><b>Complementary Skill</b> Speaking 2.3.1</p> <p>Narrate short basic stories, events experiences</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>Discuss with pupils the meaning of being a good friend and the qualities of a good friend.</li> <li>In groups, pupils complete the circle map on qualities of a good friend.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>Teacher puts pupils in small groups.</li> <li>Teacher discusses the message or values Dorothy and her friends try to convey in the story.</li> <li>In groups, pupils talk about the characters' qualities as a good friend.</li> <li>In groups, pupils are asked to create a talk show with the characters (Dorothy, Scarecrow, Tin Man, and Lion) in the story as guests.</li> <li>Pupils discuss their roles and what to say during the talk show.</li> <li>Appoint pupils as a moderator and four characters (guests).</li> <li>The moderator interviews the guests their character in the story and the message they are trying to convey to the readers through their characters (e.g. you should always help those in need).</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>Ask pupils to review their learning in this lesson by completing exit cards: 'What we were able to do well in the activities' and 'What we found particularly challenging about the activities'. Collect the cards and use them for planning subsequent lessons.</li> </ol>	<p><i>The Wizard of Oz</i> by L. Frank Baum</p> <p>The Wizard of Oz Teacher's Guidebook</p> <p>Page: 92</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having pupils discuss their ideas in small groups in Step 6, as this will give more pupils the chance to speak in the time given. Some pupils may not like speaking to the whole class.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

<b>WEEK:</b>	<b>LESSON: 71 (Writing 12)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Tell me a story	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Narrative forms (e.g. past simple: <i>He discovered a special goose</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Reading 3.2.1</p> <p>Understand the main idea of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Remind pupils of the story in the Pupil's Book, pp.96–97 with a pre-lesson task from Section 3 above.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.162. Pupils re-read the story and identify the main events.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.162. Pupils make notes about the main events of the story.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.162. Pupils read a model story summary.</p> <p>5. Return pupils' work to them from Lesson 114. Have them read the comments. They compare their summary to the structure shown in Activity 2, which they completed in Step 3.</p> <p>6. Using their previous versions of the summary and their notes in Activity 2, pupils write their own summary of the story in pairs. See Teacher's Book, p.162, Activity 4. Monitor and help pairs write their summaries. Gather examples of common mistakes for Step 7.</p> <p>Collect their work at the end of the lesson and review it to see where there has been improvement and what still needs work.</p> <p><u>Post-lesson</u></p> <p>7. Write some common mistakes on the board and have pupils correct them in small groups.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 102–103</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 162</p> <p>Pupils' writing from Lesson 114</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking fast finishers to help their classmates with their writing in Step 6.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

<b>WEEK:</b> —	<b>LESSON: 72 (Listening 13)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Tell me a story	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Narrative forms (e.g. past simple: <i>He told lies</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Listening 1.2.3</p> <p>Understand with little or no support longer simple narratives on a range of familiar topics</p> <p><b>Complementary Skill</b> Listening 1.2.1</p> <p>Understand with little or no support the main idea of longer simple texts on a range of familiar topics</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Collocations in the Teacher's Book, p.160.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.160. Pupils look at the picture to help familiarise them with the story.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.160. Pupils listen to check their predictions.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.161. Pupils listen again to identify the main events in the story.</p> <p>5. Follow the instructions for Activity 4 in the Teacher's Book, p.161. Pupils discuss the follow-up questions. (CCE: Values).</p> <p>6. Talk to pupils about telling the truth (see Values in the Teacher's Book, p.161).(CCE: Values).</p> <p>7. Follow the instructions for Working with words in the Teacher's Book, p.162. Pupils look for synonyms in the story in the Pupil's Book, pp.96–97.</p> <p><u>Post-lesson</u></p> <p>8. Play a matching game with synonyms (see Workbook Activity 1 and its answers in the Teacher's Book, p.163).</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 101, 103, 96–97</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 160–163</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider pausing the audio from time to time to check pupils' understanding at key points in the story.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

<b>WEEK:</b>	<b>LESSON: 73 (Speaking 13)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Tell me a story	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Language to talk about stories (e.g. <i>It's about...</i> / <i>It takes place in...</i> / <i>The moral of the story is...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Speaking 2.3.1</p> <p>Narrate short stories, events and experiences</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Choose an activity from the pre-lesson tasks in Section 3 to review the theme of books and types of book.</p> <p><u>Lesson delivery</u></p> <p>2. Have pupils re-read their book review from Lesson 124. They should make corrections or changes as they read.</p> <p>3. Tell pupils they are going to give a short presentation about their book. They can use their notes and base their talk on the writing they have done, although they should avoid learning this by heart as it can have a negative effect on their spoken language. Follow relevant instructions for Activity 3 in the Teacher's Book, p.165 to help pupils prepare their talk.</p> <p>4. Follow relevant instructions for Activity 4 in the Teacher's Book, p.165. Have pupils give their presentations in groups, rather than as a whole class, however. They can show the book as they present. Encourage pupils to ask each other questions about the books. You could set a minimum number of questions to each pupil.</p> <p>Monitor as pupils are giving their presentations and ask questions yourself to extend pupils' story summary (narrative) in particular.</p> <p><u>Post-lesson</u></p> <p>5. Ask each group to say which story they'd most like to read and why.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 104</p> <p>Exercise(s): 3–4</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 165</p> <p>Pupils' own books.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider using contribution cards to encourage questions in Step 4. For example, each pupil has three cards with a question mark. They have to use all their cards during the presentations but can only ask one question per presentation.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 74 (Language Arts 17)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> The Mud-pie Makers Rhyme by Janet Paisley	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Adjectives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p> <p><b>Complementary Skill</b> Reading 3.3</p> <p>Read independently for information and enjoyment</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate</p> <p><b>Complementary Skill</b> Reading 3.3.1</p> <p>Read and enjoy A2 fiction / non-fiction print and digital texts of interest</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>Teacher shows a video clip to pupils <a href="http://www.youtube.com/watch?v=ufyZKKBi38E">http://www.youtube.com/watch?v=ufyZKKBi38E</a></li> <li>Teacher asks pupils if they have played with mud or made a mud pie before and elicits from pupils to talk about their personal experiences..</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>Teacher shows the poem and asks pupils to recite it.</li> <li>Teacher asks pupils to talk about the similarities between the video and the poem.</li> <li>Teacher shows flashcards and pronounces the words. Pupils repeat the words after the teacher. e.g. squidgy   slippery   sludgy   irmy-squirmy   runny   funny oozey-   woozey   muddiest</li> <li>Teacher explains the meaning of the words and asks pupils to recite the poem with actions in groups.</li> <li>Teacher distributes worksheet to pupils and they complete it.</li> <li>Teacher divides pupils in groups, recites the poem they have created.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>Teacher carries out a competition and chooses the best performance.</li> </ol>	<p><i>Anthology of Poems for Year 4,5, and 6</i></p> <p><i>The Mud-pie Makers Rhyme</i> by Janet Paisley</p> <p>Page 35</p> <p><a href="http://www.youtube.com/watch?v=ufyZKKBi38E">http://www.youtube.com/watch?v=ufyZKKBi38E</a></p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry (page 108)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Teacher shows flashcard on the board to help pupils understand or use vocabulary.</p>

Complete the poem with these words.

squidgy   slippery   sludgy   irmy-squirmy   funny   oozy-woozy

Slime is ....., ..... and .....

Slime is ..... goo.

Slime is runny, squezy and .....

Slime is ..... too.

Slime you can roll flat,

slime you can press.

Slime is the nicest, slimiest mess.

Slime you can make with,

slime you can share.

Slime is the best toy to play anywhere.



### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 8)

<b>WEEK:</b> —	<b>LESSON: 75 (Language Awareness 7)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> Tell me a story	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 8 with an activity from the list of Pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Choose from activities from the unit Review (Pupil's Book, p.106–107, Activities 1–6), which reviews the language, vocabulary and skills covered in Units 7 and 8. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in the review unit. See the Teacher's Book, pp.168–169 for instructions for activities.</p> <p>3. Have pupils do a reading task. Base your choice of activities on your formative assessment of pupils' performance in the reading assessment they have done in recent lessons. Collect their work and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performance which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 106–107</p> <p>Exercise(s): 1–6</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 168–169</p> <p><u>Worksheet:</u></p> <p>A reading task.</p> <p>Self-assessment worksheet (see below).</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

## How did I do in Unit 8?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...talk about the types of story I like

Great  
\_\_\_\_\_

OK \_\_\_\_\_

A little \_\_\_\_\_

... summarise a story for a book review

Great  
\_\_\_\_\_

OK \_\_\_\_\_

A little \_\_\_\_\_

... give my ideas about the future using *if*

Great  
\_\_\_\_\_

OK \_\_\_\_\_

A little \_\_\_\_\_

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 9

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

WEEK:	<b>LESSON: 76 (Reading 13)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Values; Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Language for agreeing, disagreeing and giving opinion (e.g. <i>That's true!</i> / <i>You're so right!</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Reading 3.2  Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies  <b>Complementary Skill</b> Reading 3.2  Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies	<b>Main Skill</b> Reading 3.2.1  Understand the main idea of simple longer texts  <b>Complementary Skill</b> Reading 3.2.3  Guess the meaning of unfamiliar words from clues provided by other known words and by context	<u>Pre-lesson</u> 1. Follow the instructions for Warm-up: Food review in the Teacher's Book, p.170. <u>Lesson delivery</u> 2. Tell pupils the title of the text (Sugar, Sugar). Ask them if they think it is about healthy or unhealthy eating. Ask pupils if they like sugar and sugary foods. Elicit some examples of food with high sugar content that they like and/or eat often. Talk to pupils about the dangers of eating too much sugar (e.g. obesity, diabetes, tooth decay). (CCE: Values), 3. Follow the instructions for Activity 1 in the Teacher's Book, p.170. Pupils answer pre-reading questions. 4 Follow the instructions for Activity 2 in the Teacher's Book, p.170. Pupils read the text to get the main idea. 5. Ask pupils if any information in the text surprised them. They talk to their partner to find at least one thing that surprised them or that they found particularly interesting, then report to the class. 6. Follow the instructions for Activity 3 in the Teacher's Book, p.171. Pupils focus on guessing the meaning of unfamiliar words in the text. 7. Follow the instructions for Memorising in the Teacher's Book, p.171. Pupils make sentences using the new vocabulary. <u>Post-lesson</u> 8. Choose an activity from the post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book pp.14–17 to extend the topic of healthy and unhealthy foods.	<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u> Page(s): 108–109 Exercise(s): 1–3  <u>Teacher's Book:</u> Page(s): 170–171	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider the health of your pupils – some may benefit more than others from an extended discussion of the dangers of eating too much sugary foods. Sometimes this topic may cross over with learning in other subjects, so you could find out from other teachers what pupils' learning needs are.

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

<b>WEEK:</b>	<b>LESSON: 77 (Listening 14)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Indefinite pronouns and adverbs (e.g. <i>someone/anyone/no one</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p>	<p><u>Pre-lesson</u></p> <p>1. Using key words from the text, play a word definition/spelling game – see Workbook Activity 1, p.92 (Teacher's Book, p.171) for some ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Vocabulary in the Teacher's Book, p.176 to pre-teach key words. Write the words on the board, rather than having pupils open their books.</p> <p>3. Show the picture from the Pupil's Book, p.112 (you may want to make a large copy of this). Ask pupils what they can see to elicit the context and speakers.</p> <p>4. Ask pupils to listen to the girls talking (Audio 2.14) and to tell their partner what has happened (Alice lost her tablet, but her friend Tomoko found it). They should listen, not read the text, so make sure their books are still closed.</p> <p>5. Hand out the cut-up lines of the dialogue to pairs. Pupils try to put them in order. Encourage pupils to look for clues to see which lines are linked, referring them back to Lesson 129 (reference pronouns and other reference words).</p> <p>6. Play the recording again. Pupils listen and check their answer.</p> <p>7. Follow the instructions for Activity 2 in the Teacher's Book, p.176. Pupils focus on the target language.</p> <p>8. Follow the instructions for Activity 3 in the Teacher's Book, p.177. Pupils practise the new language in pairs.</p> <p><u>Post-lesson</u></p> <p>9. Ask pupils to tell the class what their partner lost and whether they found it. If you have extra time, you could choose a post-lesson task from the list in Section 3.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 112</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 176–177</p> <p>Cut-ups of each line of the dialogue from the Pupil's Book, p.112. One set for each pair.</p> <p>Copy of picture from Pupil's Book, p.112.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider guiding pupils' understanding of the terms 'affirmative', 'negative' etc. in Step 7, by asking <i>Is it a question or a sentence?</i> ; <i>Does this mean there <u>is</u> or that there <u>isn't</u>?</i> If these terms are too challenging for your pupils, use examples instead of the terms.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

<b>WEEK:</b>	<b>LESSON: 78 (Speaking 14)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Reported speech tense shift (e.g. 'Sugar is bad for your teeth' – She said sugar was bad for your teeth')

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Speaking 2.1  Communicate simple information intelligibly  <b>Complementary Skill</b> Listening 1.2  Understand meaning in a variety of familiar contexts	<b>Main Skill</b> Speaking 2.1.1  Give detailed information about themselves and others  <b>Complementary Skill</b> Listening 1.2.5  Understand more complex supported questions	<u>Pre-lesson</u> 1. Pupils A and B work in pairs to dictate sentences about sugary foods to each other using the worksheet (A and B version). See Workbook p.94, Activity 2 (Also Teacher's Book, p.175) for some example sentences. <u>Lesson delivery</u> 2. Follow the instructions for Activity 1 in the Teacher's Book, p.174. Pupils are introduced to the form of reported speech. 3. Follow the instructions for Activity 2 in the Teacher's Book, p.174. Pupils practise changing the verb in reported speech. 4. Have pupils work with a different partner from Step 1, also in an A-B pair. They tell their new partner what their previous partner said. Pupils can check the sentences with their new partner at the same time. 5. Follow the instructions for Activity 3 in the Teacher's Book, p.175. Pupils talk to their partner then report what they said. Pupils could report in groups, rather than as a whole class to allow more pupils to practise reported speech. 6. Pupils work in groups of three (A, B, C). Pupil A gives Pupil B a question to ask Pupil C. Pupil B asks Pupil C, who replies to Pupil B. Pupil B then reports the answer to Pupil A, e.g. Pupil A (to B): <i>What kind of food does she like?</i> Pupil B (to C): <i>What kind of food do you like?</i> Pupil C (to Pupil B): <i>I like fruit.</i> Pupil B (to Pupil A): <i>She said she liked fruit.</i> Give pupils a topic (e.g. healthy food), but let them ask any questions they like. <u>Post-lesson</u> 7. Choose an activity from the post-lesson tasks in Section 3, an activity from the Games Bank in the Teacher's Book pp.14–17 or the Cooler: Telephone activity in the Teacher's Book, p.175 to review and consolidate learning.	<i>Academy Stars Year 6</i>  <u>Pupil's Book:</u> Page(s): 111 Exercise(s): 1–3 <u>Teacher's Book:</u> Page(s): 174–175 <u>Worksheet A and B:</u> Three short, simple sentences on each A and B worksheet about sugary foods, for dictation.	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider demonstrating a clear model of the activity in Step 6. You could elicit some ideas for questions to ask as a class before you begin the activity, as this will support pupils who need it.

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 79 (Language Arts 18)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> A Garden by Leila Berg	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Modal verbs with speculation: should / could and reference pronouns

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Language Arts 5.3</p> <p>Express an imaginative response to literary texts</p> <p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Language Arts 5.3.1</p> <p>Respond imaginatively and intelligibly through creating simple stories and simple poems</p> <p>Other imaginative responses as appropriate.</p> <p><b>Complementary Skill</b> Writing 4.2.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>Teacher shows the poem and pupils recite aloud.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>Teacher goes through the words in the poem with the pupils. e.g. daisies, buttercups, chase, middle, settle</li> <li>Teacher asks pupils to list any three things that can be found in the poet's garden.</li> <li>Pupils brainstorm other things that can be found in a garden using the modal verbs should/could and write them down on the board e.g. <i>We could place.... / We should have....</i></li> <li>Pupils write a short story about their gardens using modal verbs (should/could) and reference pronouns</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>Pupils share their work in the classroom and the teacher gives comments/feedback (Gallery Tour).</li> </ol>	<p><i>Anthology of Poems for Year 4,5, and 6</i></p> <p><i>A Garden</i> by Leila Berg</p> <p>Page: 36</p> <p>Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry (page 126)</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Teacher sets pupil targets to write in a paragraph about their imaginative gardens using modal verbs and reference pronouns.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

<b>WEEK:</b>	<b>LESSON: 80 (Writing 13)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Global Sustainability; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Topic sentences; functional language: giving opinion (e.g. <i>I don't believe that...</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.3.3</p> <p>Produce a plan or draft of two paragraphs or more for a familiar topic and modify this appropriately in response to feedback</p>	<p><u>Pre-lesson</u></p> <p>1. Use a picture of a Malaysian child/children in school uniform to elicit the word 'uniform'. Ask pupils to describe the child's uniform and compare it to their own, if relevant.</p> <p><u>Lesson delivery</u></p> <p>2. Have pupils work in groups. Give each group some pictures of children from different places in the world. Have pupils look at the pictures and share their ideas about how the school children look, comparing them to each other and to themselves. (CCE: Global Sustainability).</p> <p>3. Ask pupils if they think the children are happy to be wearing their school uniform, or to be without a school uniform. Ask pupils to brainstorm positive and negative points of school uniforms. They should note their ideas on paper in a mind map or in two columns.</p> <p>4. Gather some positives and negatives from different groups.</p> <p>5. Follow the instructions for Activity 5 in the Teacher's Book, p.180. Pupils put their ideas together as a class. If you have a large class, you could nominate (a) mature high-proficiency pupil(s) to lead this step with (an)other group(s). (CCE: Values – listening to each other's opinions).</p> <p>6. Follow the instructions for Activity 6 in the Teacher's Book, p.180. Pupils use the class notes to write an essay in pairs.</p> <p><u>Post-lesson</u></p> <p>7. Using the pictures from Step 2, have pupils choose the pictures which show the children they would like to be in the place of and explain why. Pupils tell the class their opinion.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 115</p> <p>Exercise(s): 5–6</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 180</p> <p>Lots of pictures of school children from different countries, including some with school uniform, some without and at least one Malaysian child in uniform.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider noting key vocabulary and expressions on the board from the beginning of the lesson so that pupils can use it to express their opinions clearly.</p> <p>When working as a whole class, be sure that pupils raise their hands if they want to speak. Nominate pupils who have something to say but are shy to raise their hands.</p>
<p><b>Complementary Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p>	<p><b>Complementary Skill</b> Writing 4.2.5</p> <p>Connect sentences into two coherent paragraphs or more using basic coordinating conjunctions and reference pronouns</p>			

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

<b>WEEK:</b>	<b>LESSON: 81 (Reading 14)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Various narrative tenses: past simple, present perfect, present simple

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Reading 3.3</p> <p>Read independently for information and enjoyment</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Reading 3.3.1</p> <p>Read and enjoy A2 fiction/non-fiction print and digital texts of interest</p>	<p><u>Pre-lesson</u></p> <ol style="list-style-type: none"> <li>Follow the instructions for Warm-up: Tell me a story in the Teacher's Book, p.186.</li> </ol> <p><u>Lesson delivery</u></p> <ol style="list-style-type: none"> <li>Write the title of the text: <i>The Power of Stories</i> on the board. Ask pupils to think and share what the text will talk about.</li> <li>Give each pupil a copy of the first paragraph of the whole text (i.e. from <i>Stories are an important part... to ...how did it all begin?</i>). Have pupils answer the first question in the text in small groups: <i>Do you remember...?</i></li> <li>Explain that different groups of pupils will have different sections of the text on pages 118–120 of the Pupil's Book. On the board, write the question: <i>What kind of stories does the writer talk about? Describe it/them.</i> Divide the class into three large groups and give a different text to each one. Pupils read their text and answer the question.</li> <li>Ask pupils to look at Activity 1 in the Pupil's Book, p.121. They should find at least one description that relates to their text and match it to the stories. Pupils can check their answers with others in the same large group.</li> <li>In a similar way, have pupils identify and answer the questions in Activity 2 in the Pupil's Book, p.121 which they can answer based on their text.</li> <li>Regroup pupils into groups of three so that there is a pupil with each of the three texts. Have them exchange their answers. Encourage them to discuss the answers freely and not to show each other their books, where they have the answers written.</li> <li>In these groups of three, pupils discuss the questions in Activity 4, Pupil's Book, p.121.</li> </ol> <p><u>Post-lesson</u></p> <ol style="list-style-type: none"> <li>Talk with the class about the value and importance of reading. Ask pupils about their reading habits and encourage them to read as often as they can, in English as well as in their own language.</li> </ol>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 118–121</p> <p>Exercise(s): 1, 2, 4</p> <p>Copy and cut up the text from Pupil's Book, pp.118–120.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider creating a worksheet for each main group with their text and the specific questions for their group. This would support less proficient pupils as it would make the task a little simpler and clearer to follow.</p>



### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

<b>WEEK:</b>	<b>LESSON: 82 (Writing 14)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Financial Education; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> Future review ( <i>will &amp; going to</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Writing 4.2.1</p> <p>Give detailed information about themselves and others</p> <p><b>Complementary Skill</b> Speaking 2.1.4</p> <p>Ask about and describe future plans or events</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Mind map in the Teacher's Book, p.184.</p> <p><u>Lesson delivery</u></p> <p>2. Talk to pupils about the value of £20,000 (around RM100,000). Elicit some ideas about what their school could spend this amount of money on if the school had won it. (CCE: Financial Education).</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.184. Pupils match ideas and arguments.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.184. Pupils give their own opinion and rank the options.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.184. Have pupils write supporting arguments for at least two of their high-ranking options in Activity 2. Pupils work individually on their highest-ranking option, then on at least one more option in pairs. Encourage pairs to review each other's first set of supporting arguments.</p> <p>6. Follow the instructions for Activity 4 in the Teacher's Book, p.184. Tell pupils they have the role of school principal. They should present their plan for the future spending of the £20,000 in the school in small groups.</p> <p>7. Have each group decide who the best school principal is.</p> <p><u>Post-lesson</u></p> <p>8. Ask pupils to imagine they have won lots of money. Ask: <i>What are you going to do with the money?</i> Have pupils discuss in groups and gather some ideas as a class. Talk to pupils about how some lottery or prize winners donate their winnings to charity or give money to poor people. Will they do the same? (CCE: Values).</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s):117</p> <p>Exercise(s): 1–4</p> <p><u>Teacher's Book:</u> Page(s): 184</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking more proficient pupils to help you monitor others once they have finished Step 5. They can help other pupils to express their views in English.</p>

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> _____	<b>LESSON: 83 (Language Arts 19)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Tadpoles	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Multiple Intelligences / Creativity & Innovation / Thinking Skills	<b>LANGUAGE/GRAMMAR FOCUS:</b> Verb (Present Continuous Tense)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.2  Express personal responses to literary texts  <b>Complementary Skill</b> Speaking 2.1  Communicate simple information intelligibly	<b>Main Skill</b> Language Arts 5.2.1  Describe in simple language a character's actions or feelings and explain the reasons for them  <b>Complementary Skill</b> Speaking 2.1.1  Give detailed information about themselves and others	<u>Pre-lesson</u> 1. Paste randomly four pictures of each stage of the frog's life cycle (eggs, tadpole, froglet, frog). 2. Pupils rearrange the pictures to show the correct life cycle of the frog.  <u>Lesson delivery</u> 3. Pupils recite the poem with actions. 4. Ask pupils what the tadpoles were doing in the poem. 5. Pupils draw their feelings on cards based on the events in the poem. Event 1: playing in the pool Event 2: going to school Event 3: swimming in and out Event 4: having dinner 6. Pupils explain their emotions based on their drawings.  <u>Post-lesson</u> 7. Gallery walk.	<i>Anthology of Poems for Year 4, 5, and 6</i>  <i>Tadpoles</i> by Rose Fyleman  Page 38   Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.   Give pupils some prompt questions to assist them in expressing their feelings in step 4

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 9)

<b>WEEK: —</b>	<b>LESSON: 84 (Language Awareness 8)</b>	<b>MAIN SKILL FOCUS:</b> <i>Teacher to complete:</i> _____	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> What's your opinion?	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p>Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing).</p> <p>Teachers can use Content and Learning Standards in the Year 6 DSKP.</p>	<p><u>Pre-lesson</u></p> <p>1. Review language from Unit 9 with an activity from the list of pre-lesson tasks in Section 3 or refer to the Games Bank in the Teacher's Book pp.14–17 for more ideas.</p> <p><u>Lesson delivery</u></p> <p>2. Choose from activities from the Workbook Check-up Challenge pp.100–101, which reviews the language, vocabulary and skills covered in this unit. This choice should be based on your observations and notes on pupils' progress and achievement in these units. Choose activities which will review areas pupils found challenging or which they may have forgotten. You could have pupils choose for themselves what they would like to do in this review lesson. See Teacher's Book, p.185 for instructions and answer keys for activities.</p> <p>3. Based on your observations, have pupils do a task. If possible, base it on the unit theme, for example a Reading MCQ activity on a short story. Collect their work and note their performance.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Plan any further activities for this unit to develop language skills according to your pupils' needs.</li> <li>You can use information about your pupils' performances which you collected using formative assessment strategies while teaching this unit.</li> <li>The information could include your observation of pupils interacting in classroom activities and their performance in written activities.</li> <li>Plan activities which focus on language practice in a meaningful, fun and communicative way.</li> </ul> <p><u>Post-lesson</u></p> <p>4. Ask pupils to think about their learning and performance in this unit. They then complete the self-assessment worksheet. Pupils should do this in English (see below).</p> <p>5. Collect the worksheets from pupils and review them to note pupils' responses. If there are any areas of concern, prepare a review of these in upcoming lessons.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Workbook:</u></p> <p>Page(s): 100–101</p> <p><u>Teacher's Book</u></p> <p>Page(s): 185</p> <p><u>Worksheet:</u></p> <p>Any reading, writing, listening or speaking tasks (your choice, based on your pupils' needs).</p> <p>Self-assessment worksheet (see below).</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>Ask pupils to do the self-assessment in English. Monitor and give support to less proficient pupils as needed.</p>

## How did I do in Unit 9?

Put ✓ next to Great, OK, or A little.

### *In English, I know how to...*



...give and support my opinions about important topics

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...use topic sentences and supporting sentences

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...take part in a debate

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

...give my opinions about a story

Great \_\_\_\_

OK \_\_\_\_

A little \_\_\_\_

- I'm proud of myself because I can \_\_\_\_\_ very well.
- In the next unit, I will \_\_\_\_\_ better/more.

## Unit 10

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

WEEK:	LESSON: 85 (Reading 15)	MAIN SKILL FOCUS: Reading	THEME: World of Stories
	TOPIC: It's a mystery!	CROSS-CURRICULAR ELEMENT (CCE): Language	LANGUAGE/GRAMMAR FOCUS: Question tags (e.g. <i>It's hot, isn't it?</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Speaking 2.1.5</p> <p>Ask about and describe personality</p>	<p><u>Pre-lesson</u></p> <p>1. Introduce the topic of mysteries with an activity from the list of pre-lesson tasks in Section 3. You could also find out what famous mysteries (real or fictional) pupils know about, e.g. The Bermuda Triangle, Atlantis, mystery stories or cartoons (e.g. Sherlock Holmes, Scooby Doo). They will probably have ideas from their own culture, too.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.190. Pupils begin thinking about the topic of detective stories. If your pupils have already shared their favourites (Question 1), then you could have pairs try to remember their partner's favourite book, film etc. When eliciting characteristics of a good detective, have pupils brainstorm the personality traits of famous detectives.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.190. Pupils skim read the text to find the information, then read in detail.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.190. Pupils work out the meaning of the new words from the context.</p> <p>5. Follow the instructions for Reading in the Teacher's Book, p.191. Pupils read the text again in detail and make a mind map.</p> <p><u>Post-lesson</u></p> <p>6. Follow the instructions for Cooler: Stickman in the Teacher's Book, p.191.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 122–123</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 190–191</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider giving pupils a time limit at Step 3. This will prevent them from reading the text too slowly. Prepare two or three questions on the text for fast readers to do at this stage.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

<b>WEEK:</b>	<b>LESSON: 86 (Writing 15)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's a mystery!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Creativity & Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Past simple & past continuous in storytelling ( <i>She was on a school trip / She was doing research</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p>	<p><u>Pre-lesson</u></p> <p>1. Choose a pre-lesson task from the list in Section 3 to review key vocabulary from the text in the Pupil's Book, pp.122–123 or follow the instructions for Warm-up: Spelling bee in the Teacher's Book, p.192.</p> <p><u>Lesson delivery</u></p> <p>2. Write the names of the key characters from text in Pupil's Book, pp.122–123 on the board. Say one of their jobs/occupations (e.g. police officer, university student) and have pupils tell you which character it is (see the Pupil's Book, p.122 for this information).</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.192. Pupils re-read the text to find out where each character was at 5 o'clock.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.192. Pupils write a sentence to describe what each character was doing in the museum.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.192. Pupils discuss the questions in pairs before sharing ideas as a class. Make some notes on the board of their ideas.</p> <p>6. In pairs, have pupils write the next part of the story. Encourage pupils to answer the question <i>What will happen to her (Sue Snaps)?</i> in their story. The story should be a narration, rather than a play, and will use past forms. Pupils can use the notes on the board for ideas or they can use their own ideas. Set a word limit.</p> <p>Monitor carefully and help pupils express their ideas and form their own stories.</p> <p><u>Post-lesson</u></p> <p>7. Invite pupils to read their stories to the class. Give feedback and encouragement to these pupils and to other pupils, as well as to the class as a whole.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 122–124</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 192</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider encouraging more proficient pupils to include direct and/or indirect speech in their stories. Remind them to check punctuation by looking at earlier units in the textbook.</p>

## SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

<b>WEEK:</b>	<b>LESSON: 87 (Speaking 15)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Self, Family and Friends
	<b>TOPIC:</b> It's a mystery!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Question tags (e.g. <i>We aren't playing now, are we?</i> ) with rising intonation to check understanding

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.2</p> <p>Use appropriate communication strategies</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Speaking 2.2.1</p> <p>Keep interaction going in short exchanges by checking understanding of what a speaker is saying</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Review key vocabulary from the text in the Pupil's Book pp.122–123 as this also comes up in this lesson. Use an activity from the pre-lesson task list in Section 3.</p> <p><u>Lesson delivery</u></p> <p>2. Brainstorm free time activities with the class and write them on the board.</p> <p>3. Ask some questions to individual pupils about these free time activities using the target language (i.e. with a question tag). Model rising intonation on the tag, e.g. <i>Danish, you're really good at chess, aren't you?</i> / <i>Aisah loves doing gymnastics, doesn't she?</i></p> <p>4. Follow the instructions for Activity 1 in the Teacher's Book, p.194. Pupils are introduced to the target language.</p> <p>5. Follow the instructions for Activity 2 in the Teacher's Book, p.194. Pupils practise writing question tags.</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.194. Pupils check how much they know about their friend in the class.</p> <p>7. Follow the instructions for Cooler: He's good at football, isn't he? in the Teacher's Book, p.195.</p> <p><u>Post-lesson</u></p> <p>8. Choose an activity from the post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book, pp.14–17 to review key learning in the lesson.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 125</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 194–195</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider providing more examples of the different verbs (positive and negative) in the target language on the board in Step 4 so that pupils can see more clearly how the tag verb matches the auxiliary verb.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

<b>WEEK:</b>	<b>LESSON: 88 (Listening 15)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> World of Knowledge
	<b>TOPIC:</b> It's a mystery!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Global Sustainability; Values; Patriotism	<b>LANGUAGE/GRAMMAR FOCUS:</b> Geographical vocabulary (e.g. <i>south, north</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p> <p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Listening 1.2.2</p> <p>Understand with little or no support specific information and details of longer simple texts on a range of familiar topics</p> <p><b>Complementary Skill</b> Writing 4.3.2</p> <p>Spell most high frequency words accurately in independent writing</p>	<p><u>Pre-lesson</u></p> <p>1. Use the pictures of world heritage sites to find out what pupils know about these places. Find out if pupils have ever visited any of these. (CCE: Global Sustainability).</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.198. Pupils predict details of the listening text, then listen (Audio 2.19) to check.</p> <p>3. Follow the instructions for Vocabulary in the Teacher's Book, p.198, eliciting the meaning of the new words as much as possible. Have pupils try to remember the spelling of the words</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.199. Pupils listen again and complete the sentences. Ask pupils to cover up the word box at the top of the page and try to write the words from memory.</p> <p>5. Follow the instructions for Activity 3 in the Teacher's Book, p.199. Pupils make notes in answer to the questions, then listen again.</p> <p>6. Pupils work in pairs. Have them write the answers to the questions in Activity 3 in full sentences in their notebooks. As they work, ask them to focus on spelling correctly.</p> <p>7. Follow the instructions for Cooler: New Nazca Line in the Teacher's Book, p.199. Pupils share their ideas in pairs for a new Nazca line. Ask volunteers to tell their ideas to the class.</p> <p><u>Post-lesson</u></p> <p>8. Talk to pupils about Values (see Teacher's Book, p.199). Extend the discussion of cultural heritage sites in Malaysia (e.g. George Town; Lenggong Valley). Emphasise the importance of protecting world heritage. (CCE: Values; Patriotism).</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s): 127</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u> Page(s): 198–199</p> <p>Pictures of different world heritage sites from different continents. A full list can be found on the UNESCO website.</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider pausing the recording to give pupils time to write and/or check their answers in Steps 4 and 5. Avoid playing the recording four times, however.</p>



### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 89 (Language Arts 20)</b>	<b>MAIN SKILL FOCUS:</b> Language Arts	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> Swinging	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language / Creativity and Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Imperatives

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<b>Main Skill</b> Language Arts 5.3  Express an imaginative response to literary texts	<b>Main Skill</b> Language Arts 5.3.1  Respond imaginatively and intelligibly through creating simple stories and simple poems  Other imaginative responses as appropriate	<u>Pre-lesson</u> 1. See Section 3, Pre-lesson Task 9: Memory Chain. Use the sentence: I went to the playground yesterday and I went on the swing and _____.  <u>Lesson delivery</u> 2. Pupils recite the poem after the teacher. 3. Pupils perform actions based on the poem. 4. Pupils brainstorm ideas on Dos and Don'ts while playing at the playground,  <u>Post-lesson</u> 5. Ask pupils to think about their learning and performance in this lesson.	<i>Anthology of Poems for Year 4,5, and 6</i>  <i>Swinging</i> by Leila Berg  Page 39  Contemporary Children's Literature Teaching Guidebook (BPK) – Poetry	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider pairing up pupils who can help and support each other in Step 4.
<b>Complementary Skill</b> Reading 3.1  Read independently for information and enjoyment	<b>Complementary Skill</b> reading 3.3.1  Read and enjoy A2 fiction/non-fiction, print and digital texts of interest			

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

<b>WEEK:</b> —	<b>LESSON: 90 (Writing 16)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's a mystery!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language	<b>LANGUAGE/GRAMMAR FOCUS:</b> Punctuation (direct speech/script: e.g. 'I'm hungry', she said / I'm hungry)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Writing 4.2</p> <p>Communicate basic information intelligibly for a range of purposes in print and digital media</p> <p><b>Complementary Skill</b> Writing 4.3</p> <p>Communicate with appropriate language form and style for a range of purposes in print and digital media</p>	<p><b>Main Skill</b> Writing 4.2.3</p> <p>Narrate factual and imagined events and experiences</p> <p><b>Complementary Skill</b> Writing 4.3.1</p> <p>Use capital letters, full stops, commas in lists, question marks, and speech marks appropriately at discourse level</p>	<p><u>Pre-lesson</u></p> <p>1. Choose a pre-lesson task from the list in Section 3 to pre-teach new or challenging vocabulary in this lesson.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.200. Pupils look at the pictures and skim read the text to get a general idea of it.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.200. Pupils read the text again and analyse the features of it.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.200. Pupils read and rewrite the end of the story as a script. Highlight features of punctuation, using the model in Activity 1 to show how it transfers into a play script (e.g. replacing the final comma with a full stop; keeping question/exclamation marks etc.).</p> <p>5. Use the pictures in the Workbook, p.110 (Teacher's Book, p.203). Pupils look at the pictures in pairs and discuss the story before writing it together, as directed in the Workbook (Activity 1). This is a useful practice activity for the speaking assessment.</p> <p>6. Have pairs read their stories to larger groups. Monitor and give feedback as they do this.</p> <p><u>Post-lesson</u></p> <p>7. Choose an activity from the Post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book pp.14–17 to review key learning in the lesson.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 128–129</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 200, 203</p> <p><u>Workbook:</u></p> <p>Page: 110</p> <p>Exercise: 1</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider having fast finishers write an alternative ending to the story (Step 4).</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

<b>WEEK:</b> _____	<b>LESSON: 91 (Reading 16)</b>	<b>MAIN SKILL FOCUS:</b> Reading	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's a mystery!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Values	<b>LANGUAGE/GRAMMAR FOCUS:</b> 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> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Reading 3.2</p> <p>Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies</p> <p><b>Complementary Skill</b> Speaking 2.1</p> <p>Communicate simple information intelligibly</p>	<p><b>Main Skill</b> Reading 3.2.2</p> <p>Understand specific information and details of simple longer texts</p> <p><b>Complementary Skill</b> Speaking 2.1.1</p> <p>Give detailed information about themselves and others</p>	<p><u>Pre-lesson</u></p> <p>1. Review the topic of detectives and mysteries using a pre-lesson task from the list in Section 3.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Activity 1 in the Teacher's Book, p.204. Pupils read the text, look at the pictures and categorise the items.</p> <p>3. Follow the instructions for Activity 2 in the Teacher's Book, p.204. Pupils read and look at the information to answer the questions.</p> <p>4. Follow the instructions for Activity 3 in the Teacher's Book, p.204. Pupils think about the questions and try to work out the answer based on the information.</p> <p>5. Follow the instructions for Activity 4 in the Teacher's Book, p.204. Pupils exchange their answers and discuss.</p> <p>6. Pupils read and answer the questionnaire 'How persistent are you?' in the Workbook, p.107. When they are finished, have them compare their answers with a partner.</p> <p>7. Follow the instructions for Learning to Learn in the Teacher's Book, p.200. Pupils reflect on and discuss persistence. Have them share their scores from Step 6 as a class. Talk more to pupils about the importance of being persistent to achieve a goal in life and at school. (CCE: Values)</p> <p><u>Post-lesson</u></p> <p>8. Choose an activity from the post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book pp.14–17 to review key learning in the lesson.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u> Page(s): 129, 131 Exercise(s): 1–4</p> <p><u>Teacher's Book:</u> Page(s): 200, 204</p> <p><u>Workbook:</u> Page: 107 Exercise: 1</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider asking pupils to read and answer the questions in Step 6 one-by-one so that you can help pupils understand each question and the four options. Consider pre-teaching new or challenging vocabulary.</p>

### SCHEME OF WORK: TEXTBOOK-BASED LESSON (Unit 10)

<b>WEEK:</b>	<b>LESSON: 92 (Speaking 16)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> World of Stories
	<b>TOPIC:</b> It's a mystery!	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Language; Creativity & Innovation	<b>LANGUAGE/GRAMMAR FOCUS:</b> Narrative forms (e.g. past simple: <i>someone took his bag</i> , past continuous: <i>he was carrying a bag</i> )

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<p><b>Main Skill</b> Speaking 2.3</p> <p>Communicate appropriately to a small or large group</p> <p><b>Complementary Skill</b> Listening 1.2</p> <p>Understand meaning in a variety of familiar contexts</p>	<p><b>Main Skill</b> Speaking 2.3.1</p> <p>Narrate short stories, events and experiences</p> <p><b>Complementary Skill</b> Listening 1.2.5</p> <p>Understand more complex supported questions</p>	<p><u>Pre-lesson</u></p> <p>1. Follow the instructions for Warm-up: Guess what the numbers refer to in the Teacher's Book p.202.</p> <p><u>Lesson delivery</u></p> <p>2. Follow the instructions for Vocabulary in the Teacher's Book, p.202. Pupils check their understanding of the new vocabulary.</p> <p>3. Follow the instructions for Activity 1 in the Teacher's Book, p.202. Pupils listen to a mystery story and ask questions to try to solve it.</p> <p>4. Follow the instructions for Activity 2 in the Teacher's Book, p.202. Pupils make a mystery story in pairs.</p> <p>5. In pairs, ask pupils to make a new mystery story of their own creation. (CCE: Creativity &amp; Innovation).</p> <p>6. Follow the instructions for Activity 3 in the Teacher's Book, p.202. Pupils tell their stories; the class/other pupils ask questions to solve the mystery. They can tell either the story from Step 4 or the one they created in Step 5.</p> <p>Note the box entitled Communicating on p.203 of the Teacher's Book.</p> <p><u>Post-lesson</u></p> <p>7. Follow the instructions for Cooler: Team spelling in the Teacher's Book, p.203. Pupils review vocabulary from this lesson and this unit.</p>	<p><i>Academy Stars Year 6</i></p> <p><u>Pupil's Book:</u></p> <p>Page(s): 130</p> <p>Exercise(s): 1–3</p> <p><u>Teacher's Book:</u></p> <p>Page(s): 202–203</p>	<p>Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.</p> <p>In addition, you may want to consider using Step 5 as an extension activity for fast finishers and giving other pupils more time to develop the stories in Step 4.</p>

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b>	<b>LESSON: 93 (Project-Based Learning 2)</b>	<b>MAIN SKILL FOCUS:</b> Project-Based Learning	<b>THEME:</b> Teacher to select
	<b>TOPIC:</b> Teacher to select	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> Teacher to select	<b>LANGUAGE/GRAMMAR FOCUS:</b> Teacher to select

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
Teachers to select an appropriate main skill and Complementary Skill based on the needs and interest of the pupils.	Teachers to select an appropriate Main Skill and Complementary Skill based on the needs and interest of the pupils.	Teachers will need to develop their own lessons based on topic/themes and resources that they select. Ideas for projects should be based on the needs and interests of the pupils.	Teacher to select their own materials.	For differentiation strategies, please refer to the provided list of differentiation strategies and select appropriate strategy/strategies based on the needs of the pupils.

## SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> _____	<b>LESSON: 94 (Writing 17)</b>	<b>MAIN SKILL FOCUS:</b> Writing	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> <i>Teacher to complete:</i> _____	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> <i>Teacher to complete:</i> _____	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<i>Teacher to complete:</i> <b>Main Skill</b>        <b>Complementary Skill</b>	<i>Teacher to complete:</i> <b>Main Skill</b>        <b>Complementary Skill</b>	<u>Pre-lesson</u> 1. Choose a pre-lesson task from the list in Section 3 which introduces the topic of the lesson or reviews key language or vocabulary pupils will need in this lesson. <u>Lesson delivery</u> 2. Plan a lesson where Writing is the Main Skill and include an appropriate Complementary Skill from the Content and Learning Standards in the DSKP. Based on the information you have from formative assessment of your pupils, plan activities which develop one or more of the following: - Joint writing (e.g. in groups) or creative writing.  You can use material from: - The Year 6 Pupil's Book or Workbook which you have not covered. - Your own materials from other sources. You could prepare various activities and have pupils choose what they feel they need most practice in or would prefer to do. <u>Post-lesson</u> 3. Choose an activity from the post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book pp.14–17 to review and consolidate skills and content.	<i>Teacher to complete:</i>      Refer Teacher's Book pp 14-17.	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider preparing some more challenging and some less challenging activities.

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> _____	<b>LESSON: 95 (Listening 16)</b>	<b>MAIN SKILL FOCUS:</b> Listening	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> <i>Teacher to complete:</i> _____	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> <i>Teacher to complete:</i> _____	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<i>Teacher to complete:</i>  <b>Main Skill</b>          <b>Complementary Skill</b>	<i>Teacher to complete:</i>  <b>Main Skill</b>          <b>Complementary Skill</b>	<u>Pre-lesson</u> 1. Choose a pre-lesson task from the list in Section 3 which introduces the topic of the lesson or reviews key language or vocabulary pupils will need in this lesson. <u>Lesson delivery</u> 2. Plan a lesson where Listening is the Main Skill and include an appropriate Complementary Skill from the Content and Learning Standards in the DSKP. Based on the information you have from formative assessment of your pupils, plan activities which develop one or more of the following: -- Extensive listening skills (e.g. listening for pleasure, such as to stories, films or radio).  You can use material from: - The Year 6 Pupil's Book or Workbook which you have not covered. - Your own materials from other sources. You could prepare various activities and have pupils choose what they feel they need most practice in or would prefer to do. <u>Post-lesson</u> 3. Choose an activity from the post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book pp.14–17 to review and consolidate skills and content.	<i>Teacher to complete:</i>  Refer Teacher's Book pp 14-17.	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider preparing some more challenging and some less challenging activities and/or texts.

### SCHEME OF WORK: NON-TEXTBOOK-BASED LESSON

<b>WEEK:</b> _____	<b>LESSON: 96 (Speaking 17)</b>	<b>MAIN SKILL FOCUS:</b> Speaking	<b>THEME:</b> <i>Teacher to complete:</i> _____
	<b>TOPIC:</b> <i>Teacher to complete:</i> _____	<b>CROSS-CURRICULAR ELEMENT (CCE):</b> <i>Teacher to complete:</i> _____	<b>LANGUAGE/GRAMMAR FOCUS:</b> <i>Teacher to complete:</i> _____

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	DIFFERENTIATION STRATEGIES
<i>Teacher to complete:</i>  <b>Main Skill</b>          <b>Complementary Skill</b>	<i>Teacher to complete:</i>  <b>Main Skill</b>          <b>Complementary Skill</b>	<u>Pre-lesson</u> 1. Choose a pre-lesson task from the list in Section 3 which introduces the topic of the lesson or reviews key language or vocabulary pupils will need in this lesson. <u>Lesson delivery</u> 2. Plan a lesson where Speaking is the Main Skill and include an appropriate Complementary Skill from the Content and Learning Standards in the DSKP. Based on the information you have from formative assessment of your pupils, plan activities which develop one or more of the following: - Artistic speaking skills (e.g. poetry, drama, singing).  You can use material from: - The Year 6 Pupil's Book or Workbook which you have not covered. - Your own materials from other sources. You could prepare various activities and have pupils choose what they feel they need most practice in or would prefer to do. <u>Post-lesson</u> 3. Choose an activity from the post-lesson tasks in Section 3 or an activity from the Games Bank in the Teacher's Book, pp.14–17 to review and consolidate skills and content.	<i>Teacher to complete:</i>  Refer Teacher's Book pp 14-17.	Differentiate learning according to the needs of your pupils. Please see the seven differentiation strategies in Section 4.  In addition, you may want to consider preparing some more challenging and some less challenging activities.



## 7. Appendix 1: Learning Standards mapping

The mapping table lists all 96 lessons in the Scheme of Work and the Learning Standards for the main and complementary skills. Language Awareness lessons do not have designated Learning Standards in order to allow teachers to choose the ones that best suit learning needs.

### Key

L=Listening; S=Speaking; R=Reading; W=Writing; LA=Language Arts; LAW=Language Awareness; PRO=Project-based lesson; N/A=Not applicable; TBD=To be decided

Lesson	Skill	Unit	Main	Complementary
Welcome Unit & Unit 1				
1	R1	Welcome	R3.2.1	W4.2.4
2	L1	Welcome	L1.2.2	L1.1.1
3	LA1	N/A	LA5.3.1	L1.1.1
4	R2	1	R3.2.3	R3.2.2
5	W1	1	W4.2.3	S2.3.1
6	S1	1	S2.3.1	R3.2.2
7	LA2	N/A	LA5.3.1	W4.3.2
8	W2	1	W4.2.3	W4.3.3
9	L2	1	L1.2.2	S2.1.3
10	S2	1	S2.3.1	L1.2.5
11	LA3	N/A	LA5.3.1	W4.3.1
12	LAW1	1	TBD	TBD
Unit 2				
13	R3	2	R3.2.3	R3.2.1
14	L3	2	L1.1.1	L1.2.5
15	S3	2	S2.1.1	W4.2.1

16	LA4	N/A	LA5.3.1	S2.3.1
17	W3	2	W4.2.3	W4.3.1
18	S4	2	S2.2.1	S2.1.4
19	R4	2	R3.2.2	L1.2.5
20	LA5	N/A	LA5.2.1	R3.3.1
21	LAW2	2	TBD	TBD
Unit 3				
22	R5	3	R3.2.1	R3.2.2
23	L4	3	L1.2.5	S2.1.1
24	W4	3	W4.3.3	W4.2.3
25	LA6	N/A	LA5.3.1	R3.2.2
26	W5	3	W4.2.5	W4.3.1
27	L5	3	L1.2.2	L1.3.1
28	S5	3	S2.1.1	L1.2.5
29	LA7	N/A	LA5.2.1	W4.3.2
30	LAW3	3	TBD	TBD
Unit 4				
31	R6	4	R3.2.3	R3.2.4
32	L6	4	L1.2.2	L1.2.5
33	S6	4	S2.1.1	L1.2.5
34	LA8	N/A	LA5.2.1	W4.3.1
35	W6	4	W4.2.1	W4.2.4
36	S7	4	S2.2.1	R3.2.2
37	R7	4	R3.2.2	W4.3.2
38	LA9	N/A	LA5.2.1	W4.3.2
39	LAW4	4	TBD	TBD
Unit 5				
40	W7	5	W4.2.5	L1.2.3

41	S8	5	S2.1.1	S2.1.3
42	L7	5	L1.2.2	L1.3.1
43	LA10	N/A	LA5.3.1	R3.3.1
44	W8	5	W4.2.3	L1.2.3
45	L8	5	L1.2.5	L1.1.1
46	R8	5	R3.2.2	W4.2.5
47	LA11	N/A	LA5.2.1	S2.1.1
48	PRO1	N/A	TBD	TBD
Unit 6				
49	R9	6	R3.2.4	R3.2.1
50	L9	6	L1.2.2	R3.2.2
51	S9	6	S2.1.1	L1.2.5
52	LA12	N/A	LA5.3.1	S2.1.1
53	W9	6	W4.2.5	W4.3.1
54	S10	6	S2.2.2	L1.2.4
55	R10	6	R3.2.2	S2.1.1
56	LA13	N/A	LA5.3.1	W4.3.1
57	LAW5	6	TBD	TBD
Unit 7				
58	W10	7	W4.2.1	S2.1.5
59	L10	7	L1.2.2	S2.1.4
60	S11	7	S2.1.4	W4.2.2
61	LA14	N/A	LA5.3.1	S2.2.1
62	W11	7	W4.3.2	L1.1.1
63	L11	7	L1.3.1	R3.2.2
64	R11	7	R3.2.1	S2.3.1
65	LA15	N/A	LA5.3.1	W4.3.2
66	LAW6	7	TBD	TBD

Unit 8				
67	R12	8	R3.2.1	R3.3.1
68	L12	8	L1.2.2	S2.1.4
69	S12	8	S2.1.4	W4.2.2
70	LA16	N/A	LA5.2.1	S2.3.1
71	W12	8	W4.2.3	R3.2.1
72	L13	8	L1.2.3	L1.2.1
73	S13	8	S2.3.1	L1.2.5
74	LA17	N/A	LA5.3.1	R3.3.1
75	LAW7	8	TBD	TBD
Unit 9				
76	R13	9	R3.2.1	R3.2.3
77	L14	9	L1.2.2	S2.1.1
78	S14	9	S2.1.1	L1.2.5
79	LA18	N/A	LA5.3.1	W4.2.5
80	W13	9	W4.3.3	W4.2.5
81	R14	9	R3.2.2	R3.3.1
82	W14	9	W4.2.1	S2.1.4
83	LA19	N/A	LA5.2.1	S2.1.1
84	LAW8	9	TBD	TBD
Unit 10				
85	R15	10	R3.2.2	S2.1.5
86	W15	10	W4.2.3	R3.2.2
87	S15	10	S2.2.1	L1.2.5
88	L15	10	L1.2.2	W4.3.2
89	LA20	N/A	LA5.3.1	R3.3.1
90	W16	10	W4.2.3	W4.3.1
91	R16	10	R3.2.2	S2.1.1

92	S16	10	S2.3.1	L1.2.5
93	PRO2	N/A	TBD	TBD
94	W17	10	TBD	TBD
95	R30	10	TBD	TBD
96	W30	10	TBD	TBD