

Year 5 Scheme of Work			Theme: Space Travel		
LANGUAGE SKILL	Reading	Listening	Writing	Literature	Speaking
LEARNING OUTCOME	RV 6.1, RV 6.2, RV 6.3, RV 6.7, RV 6.11, RV 6.12	LV 6.1, LV 6.2	WR 6.2, WR 6.4, WR 6.5, WR 6.7, WR 6.9, WR 6.16	LIT 6.2, LIT 6.3, LIT 6.4, LIT 6.5	SR 6.7, SR 6.9, SR 6.15, SR 6.16
ASSESSMENT	WS: Valentina Tereshkova	WS: The First Moon Walk	Non-Chronological Report	WS: Back to Earth with a Bump	Making Choices and/or Presentation
ACTIVITY	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Introduce theme.</li> <li>- Explain term 'timeline'.</li> <li>- Go through the 'Space Travel Timeline'.</li> <li>- Introduce Valentina Tereshkova.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read text and questions.</li> <li>- Pupils answer gist question: 'What is the text about?'</li> <li>- Teacher poses questions for specific details: 'When did Valentina fly to space? Why were Valentina's photos useful? Who was from Belarus? Why was Valentina considered an ideal candidate to become a cosmonaut? Why is Valentina an inspiration to men and women?'</li> <li>- Pupils read text and look for answers for above questions.</li> <li>- Discuss answers.</li> <li>- Pupils work out worksheet.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils fill in a mini-biography about Valentina Tereshkova</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Link with timeline in Reading Lesson.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read questions.</li> <li>- Pupils listen to text and questions.</li> <li>- Pupils listen to text and questions for the second time.</li> <li>- Final revision.</li> </ul> <p><b>Post-Task:</b></p> <p>At home, pupils look up information on a planet of their choice.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Show video about planets.</li> <li>- Carry out quiz based on information in the video.</li> <li>- Explain term 'non-chronological report'.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Share and explain title (GAP).</li> <li>- Link with research carried out at the end of Listening Lesson.</li> <li>- Explain structure of non-chronological report.</li> <li>- Share and examine writing model.</li> <li>- Share possible sub-headings for organising information.</li> <li>- Share and explain writing frame's structure.</li> <li>- Compare and contrast it with writing model.</li> <li>- Elicit success criteria for writing an opinion article.</li> <li>- Share success criteria.</li> <li>- Pre-writing of non-chronological report.</li> <li>- First draft of report.</li> <li>- Revising and editing report.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils write the report and share it with classmates.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain terms 'character', 'rhyming words', 'setting' and 'onomatopoeia'.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read text and questions.</li> <li>- Pupils answer gist question: 'What is the text about?'</li> <li>- Teacher poses questions for specific details: 'Who is the main character in the story? What is the setting of the story? Where does Hal see grey craters, mountains and dust? What are the small diamonds in the sky? What are the three things he saw on planet Mars? What does Hal notice the Earth doing? What did you learn about day and night? What do you notice about the text?'</li> <li>- Pupils read text and look for answers <b>to the</b> above questions.</li> <li>- Discuss answers.</li> <li>- Read the text aloud.</li> <li>- Pupils work out worksheet.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils share their writing with classmates.</p>	<p><b>Making Choices (In groups)</b></p> <p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Link with Reading, Listening, Writing and Literature Lessons.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Share 'Advantages and Disadvantages' worksheet and explain it.</li> <li>- Share 'Travel Companion' handout and explain it.</li> <li>- Elicit useful sentence starters for giving an opinion.</li> <li>- Explain importance of turn-taking.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils share their choices with the rest of the class.</p> <p><b>Presentation (Individual/Groups)</b></p> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain titles of presentation.</li> <li>- Link with other lessons.</li> <li>- Elicit success criteria for planning and delivering a presentation.</li> <li>- Share success criteria.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils deliver the presentation with the rest of the class.</p>
RESOURCES	PPT, reading text, worksheet, answers	PPT with audio-visual clip, worksheet, answers	PPT with audio-visual clip, writing frame, title, sentence starters, success criteria	PPT, reading text, worksheet	PPT, worksheet, handout, success criteria

<b>LANGUAGE STRUCTURE</b>	past tense	past tense	present tense	past tense	present tense, past tense
<b>VOCABULARY</b>	global-warming, skill, eventually, cosmonaut, candidates, legacy, cramped, inspiration ...	orbit, expedition, command module, circuit breaker, accomplished, bulky, oxygen, mementos, mission, oxygen ...	See Sentence Starters handout.	snuffle, soars, blink of an eye, squints, craters, chuckles, quest, dazzle, vast, zooms, budge, delight ...	convent school, daft, chubby, embroidered, trundled, staggered, lurched, gutter, snob, Auld Lang Syne ...
<b>LANGUAGE FUNCTION</b>	to describe and narrate, to write a biography	to narrate and describe	to describe and inform	to narrate and describe	to give an opinion/argue, to narrate/to describe