

Scheme of Work		The Natural World and Wildlife				Year: 5
LANGUAGE SKILL	Listening	Reading	Literature	Speaking	Writing	
LEARNING OUTCOME	LV 6.1, LV 6.13	RV 6.2, RV 6.3	LIT 6.2, LIT 6.5	SR 6.5, SR 6.15, RV 6.4	WR 6.2, WR 6.4, WR 6.9 E,	
ASSESSMENT	WS and post-task activity	WS and post-task activity	Questions / Comparing Poems Chart	Speaking Task / Short presentation	Ideas shared throughout shared writing Learner's writing frames	
ACTIVITY	<p>Pre-Task:</p> <ul style="list-style-type: none"> Have learners brainstorm animals they know. In pairs they discuss ways how they can group the animals (e.g. endangered/extinct/ wild / domestic/ big/ small/ habitat) Explain key vocabulary (matching game) <p>Main-Task:</p> <ul style="list-style-type: none"> Listen to text. Discuss questions in a small group. <i>Which of these creatures are real? Which of these are unreal? Why? Draw a detailed picture of the dodo based on what you have listened to. Write down three facts you learn about the dodo. What does the expression 'dead as a dodo' mean?</i> Worksheet – individual, discuss answers in pairs. Learners listen again and write down three/four adjectives. Discuss how they are used within the sentence (soft, 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Think, pair, share: What do learners know about ants? Share ideas as a class – fill KWL chart. Pre-teach vocabulary. <p>Main Task:</p> <ul style="list-style-type: none"> Show text. Learners read text quietly. Discuss questions in pairs/ small groups. <i>What is the text about? What kind of text is this (fiction/ non-fiction). Compare the queen ant to the worker ant. What do the pictures help you understand about ants?</i> Have learners identify adjectives in the text. Can they add the adjectives to the table from Lesson 1? Read each paragraph slowly. Learners highlight main idea and supporting details. <p>Post-Task:</p> <ul style="list-style-type: none"> Learners transfer the information from the text into a web (mini 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Write 'King of the Jungle' on the board. Learners guess which animal this is and discuss why. Show vocabulary on screen. Learners discuss how they relate (or not) to lions. <p>Main Task:</p> <ul style="list-style-type: none"> Read first poem. Discuss theme and mood of the poem. Identify figures of speech, e.g. metaphors and rhyming words. Read second poem. Compare theme and mood. <i>How are these poems alike and how are they different to each other? What feeling do you get from reading this poem and why? Which poem do you prefer? Why?</i> <p>Post-Task:</p> <ul style="list-style-type: none"> Questions from Macmillan p.76 (questions) Learners complete a chart to compare the two poems. 	<p>Pre-Task:</p> <ul style="list-style-type: none"> Remind learners of web done in Lesson 2. Elicit important information to include when describing an animal – physical description, habitat and food, interesting features. Explain main task – describing our animal and elicit success criteria. <p>Main Task:</p> <ul style="list-style-type: none"> Model activity with the learners using the PowerPoint presentation. Learners refer to their research notes. They sort out the information collected in the graphic organiser. Each person shares findings with partner. Stress use of adjectives when describing. <p>Post Task:</p> <p>Learners work individually to plan a short video presentation about their favourite animal using the information collected</p>	<p>Pre-Task:</p> <p>Refer learners to reading text: 'All about ants'. Revise structure of report: heading, paragraphs, main ideas and supporting details, one idea per paragraph, technical words.</p> <p>Elicit success criteria for writing a report.</p> <p>Main Task:</p> <p>Shared Writing: Show picture of animal (giraffe) and some information about this animal. Ask learners to think of a good introductory sentence using the information given. Gather ideas and select one option. Write it down, leaving the other ideas written down somewhere visible. Keep going until you have written a short report about this animal. Emphasise the use of adjectives wherever possible. Match writing with success criteria.</p> <p>Post Task:</p> <p>Learners refer to their web from previous lesson and use</p>	

		<p>grey feathers; thick black claws, etc...)</p> <ul style="list-style-type: none"> Elicit/ discuss how to order adjectives before nouns. Do some examples as a whole class/ in groups. Create a table together and sort adjectives under each category. <p>Post-Task: Have learners write a short description of a fabulous creature. Encourage use of adjectives.</p> <p>Tell learners to research one animal of choice (use research worksheet).</p>	<p>whiteboard). Gather ideas and create a common web.</p> <ul style="list-style-type: none"> Refer to the KWL chart. What other things have we learnt about ants? Add more facts to KWL chart. 			<p>a graphic organiser to sort the information for their report.</p>
RESOURCES		<p>Audio text: The dodo Worksheet 1: Fabulous Creatures Worksheet 2: Gathering Information</p>	<p>Macmillan p.65 Worksheet with questions</p>	<p>Macmillan p.74 & p. 75 Worksheet: Comparing Poems (can be enlarged to A3 if working in groups) Words from poems on PowerPoint</p>	<p>Web from lesson 2 Research notes about chosen animal Graphic organiser 1</p>	<p>Graphic organiser 2 Macmillan p. 65</p>
LAP	LANGUAGE STRUCTURE	<p>Third person sing/Third person pl Present tense Adjectives</p>	<p>Third person sing/Third person pl Present tense Adjectives</p>	<p>Adjectives</p>	<p>Third person sing/ Third person plural Present tense Adjectives Connectives</p>	<p>Third person sing/ Third person plural Present tense Adjectives Connectives</p>
	VOCABULARY	<p>fabulous, claws, scales, leather, bat-like, terrifying, fossilised...</p>	<p>greenfly, honeydew, feelers, danger...</p>	<p>Ancient, plain, mane, pride, refreshed, sleekly, vegetarian, claws, ferocious, pounce</p>	<p>Vocab from previous lessons and vocab related to chosen animal.</p>	<p>Vocab from previous lessons and vocab related to chosen animal.</p>
	LANGUAGE FUNCTION	<p>To describe</p>	<p>To describe</p>	<p>To describe/ to entertain</p>	<p>To describe</p>	<p>To describe</p>

Note: The scheme of work above shows how English lessons based on the sub-topic Animals can be sequenced throughout the week. The goal is for the learners to write a non-chronological report by the end of the unit. The writing of a non-chronological report should be planned across three weeks (at least) to allow enough time for the learners to research facts, gather ideas from different sources, read, build and extend vocabulary, present and discuss ideas, plan, draft, revise and edit their work, before finally reaching the publishing stage. Therefore, teachers who are making use of this scheme should, by the end of the week, reflect on what has been learned and what the learners still need support with, to plan appropriate teaching and learning opportunities for the next weeks.