

Year 6		Theme: Emergencies and Rescues			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary Language Function
LISTENING	LV 6.1 (comprehension, inferences, justification)	ongoing questions and participation	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Ask: <i>Do you wonder what it would be like to survive an avalanche/a storm at sea/a bear attack/a riptide/in the desert/in the mountains/in the jungle/on a deserted island/ the rapids of a wild river?</i> Ongoing discussion is encouraged. - Ask: <i>Can you think of other challenging situations? Do you know of any real-life survival stories?</i> Ongoing discussion is encouraged. - Ask: <i>Do you prefer to read fiction or non-fiction stories?</i> - Pre-teach vocabulary. <p>Main Task:</p> <p>Listening Text 1 – Alexander Selkirk</p> <ul style="list-style-type: none"> - Say: <i>Listen to the text. Tell me what it is about.</i> - Learners listen to listening text 1. Elicit answers. - Share a set of questions and have learners read them. <i>Who wrote the novel Robinson Crusoe? When did Selkirk sail on the ship? Describe Captain Stradling. What happened to the ship? Why did Captain Stradling and Selkirk argue? How long did Selkirk stay on the island? What did he eat? What did he crave for? Who rescued him? What happened to the Cinque Ports?</i> - Learners listen to the text again. Elicit answers. - Learners read the questions on the worksheet. - Learners listen to the text and start answering the questions. - Learners listen to the text again and continue answering the questions. - Final revision. <p>Listening Text 2 – Robinson Crusoe</p> <ul style="list-style-type: none"> - Say: <i>Listen to the text. Tell me what it is about.</i> - Learners listen to listening text 2. Elicit answers. - Share a set of questions and have learners read them. <i>What happened to Crusoe’s ship? What did he get from the ship? What did he see from the top of the hill? What material did he use to build the tent? What did he name the cave at the back of his tent? Why? What was Crusoe afraid of? How did he feel after building the fence?</i> - Learners listen to the text again. Elicit answers. - Learners read the questions on the worksheet. - Learners listen to the text and start answering the questions. - Learners listen to the text again and continue answering the questions. - Final revision. - Ask learners to draw some similarities and some differences between Crusoe’ and Selkirk’s experiences. <p>Post-Task:</p> <p>Learners fill in a missing person form for either Robinson Crusoe or Alexander Selkirk.</p>	<p>handouts – Listening Text 1 – Alexander Selkirk Listening Text 2 – Robinson Crusoe</p> <p>worksheets – Listening Text 1, Listening Text 2</p> <p>worksheet – ‘Missing Person’ form</p> <p>word mat – ‘Character description’</p>	<p>LAP 6.6 I can narrate events using simple linguistic forms.</p> <p>avalanche, riptide, shipwreck, stranded, wee, navigator, hotheaded, seaworthy, stood firm, foraged, instincts, inspiration ...</p> <p>to narrate</p>
	LV 6.2 (main idea/specific information)		worksheet		
	LV 6.10 (point of view/ clarification)				

LITERATURE	LIT 6.6 (written response)		<p>Pre-Task:</p> <ul style="list-style-type: none"> - Show some of the pictures in the ‘Emergencies and Rescues’ file. Ask: <i>What is happening in this picture? How is going to/being rescued?</i> Ongoing discussion is encouraged. - Share with learners three unusual, animal rescues (‘Saved by Dolphins’ handout). - Pre-teach vocabulary. <p>Main Task:</p> <ul style="list-style-type: none"> - Ask learners to look at the text. Ask: <i>What is the text about?</i> Elicit answers. - Ask learners to read the first two paragraphs. Ask: <i>Does the short description help to build curiosity and excitement?</i> Elicit answers. - Ask: <i>What is the text extract about?</i> - Learners read the rest of the text silently and answer the gist question. - Share a set of questions and have learners read them. <p><i>Who are the Fishers? What happens to them? Describe the dolphins in the story. What is a character profile? What is Alfie good at? What is the name of the boat? Why does the boat shipwreck? How does Alfie bob back to the surface? Why couldn’t Alfie reach the boat? How does the dolphin save Alfie? Describe the beach. How do you know that Fleur was happy to see Alfie?</i></p> <ul style="list-style-type: none"> - Elicit answers. - Read aloud the story. - Learners take turns and read the story. <p>Post-Task: Learners work out the worksheet.</p>	pictures – ‘Emergencies and Rescues’	LAP 6.6 I can narrate events using simple linguistic forms.
	LIT 6.9 (writer’s craft)	ongoing questions and participation		handout – ‘Saved by Dolphins’	bond, echo-sounders, electric compass, raft, jagged, typhoon, life vest, hull, current, flotsam, foamed, swirled, mist, dorsal fin, dying storm, fatal currents, coral reefs, volcanic rock, astride ...
	LIT 6.10 (verbal response)	worksheet		handout and worksheet – ‘A Survival Story’	to narrate

READING	RV 6.5 (using strategies, finding information)		<p>Pre-Task:</p> <ul style="list-style-type: none"> - Show learners a picture of a cruise ship. Learners share their reactions and thoughts. - Explain that ships need experienced sailors for safe navigation. Ask them to come up with job titles and responsibilities (captain, staff captain, first officer, chief radio officer, navigation officer, quartermaster, boatswain, able seaman, engine staff ...). - Ask learners to come up with sailing related emergencies (seasickness, shipwreck, storm, hurricane ...). - Share PPP with emergency information. - Pre-teach vocabulary. <p>Main Task:</p> <p>Text 1: The Titanic</p> <ul style="list-style-type: none"> - Ask: <i>Based on the title and picture, what do you think the text is about?</i> Elicit answers. - Ask: <i>After reading the text, tell me what it is about.</i> - Learners read the text silently and answer the gist question. - Share a set of questions and have learners read them. <i>Where did the Titanic depart from? How was the weather? Why was the Titanic considered unsinkable? Why were some passengers travelling to New York? What caused the long gashes in the hull? How many lifeboats were on board the Titanic? How were the passengers rescued?</i> - Learners read the text silently again and look for answers to the above questions. - Elicit and discuss answers. - Read the text aloud. - Learners read the text aloud. <p>Text 2: The Sinking of the Titanic.</p> <ul style="list-style-type: none"> - Repeat all the above steps. Share these questions for learners to answer after reading silently the text the second time. <i>What does the phrase 'maiden voyage' mean? How long was the journey? What happened as soon as the iceberg was spotted? Who was William Murdoch? Which part of the ship suffered major damages? Who was the captain of the Titanic? How long did it take for the Titanic to sink? How many passengers lost their lives?</i> - Learners view the video How the Titanic sank. - Link with Emergency Information PPP. Ask: <i>Which emergency procedures should have been put into act?</i> Elicit answers. - Learners answer the questions on the worksheets. <p>Post-Task:</p> <p>At home, learners read Twenty Top Titanic Facts.</p>	PPP – Emergency Information	LAP 6.6 I can narrate events using simple linguistic forms.	
	RV 6.9 (reading for different purposes)	ongoing questions and participation			video clip – ‘How the Titanic sank’ https://www.youtube.com/watch?v=FSGeskFzE0s	captain, staff captain, first officer, chief radio officer, navigation officer, quartermaster, boatswain, able seaman, engine staff, hull, bulkheads, emigrating, 1 st class, 2 nd class, 3 rd class, collision, gash, emergency procedure, maiden voyage, crow’s nest, starboard ...
	RV 6.10 (informational text)	worksheets			handout and worksheet – ‘The Titanic’ and ‘The Sinking of the Titanic’	to narrate
				website – ‘Twenty Top Titanic Facts’ https://www.natgeokids.com/uk/discover/history/general-history/would-you-have-survived-the-titanic/		

<p>SR 6.5 (LO/HO questions)</p>		<p>Pre-Task: - Link with Reading, Listening and Literature lessons.</p> <p>Speaking Task 1 - Interview Main Task: - Pair learners. - On the IWB, beam up a set of questions (See handout - Stranded on a Desert Island). Pairs take turns asking each other the same questions. They are to record their classmate's answers.</p>		
<p>SR 6.11 (sharing opinions)</p>	<p>ongoing questions and participation</p>	<p>Post-Task: Pairs share their answers with the rest of the class.</p>	<p>handout – Stranded on a Desert Island questions</p>	<p>LAP 6.6 I can narrate events using simple linguistic forms.</p>
<p>SR 6.12 (discussions)</p>	<p>pair activity</p>	<p>Speaking Task 2 - Presentation Main Task: - Pair learners. - Show PPP. Pairs pretend that they are shipwrecked during a storm. Rescue will take days. Pairs must agree on six items to use until rescuers find them. They need to explain why they chose the items. - Explain that learners must convince their classmates to agree with their choices (be persuasive). They need to make their opinion clear, use a strong voice and give reasons for their opinion. They need to use logical connectives (e.g. because, however, this shows, therefore ...) and time connectives (e.g. firstly, secondly, finally ...)</p>	<p>PPP – Desert Island Opinion-Gap Activity</p>	<p>as in previous lessons,</p>
<p>SR 6.16 (fluency/accuracy, sentence structure, sound patterns)</p>	<p>speech/ preparation</p>	<p>- Share the persuasive writing word mat.</p> <p>Post-Task: Pairs present their list and explain their reasons to their classmates.</p>	<p>handout – Persuasive Writing Mat</p>	<p>to inform, to discuss</p>

WRITING (story)	WR 6.6 (complex sentences)	ongoing questions and participation	<p>N.B. It is highly recommended that the writing task is completed over two lessons.</p> <p>Pre-Task:</p> <ul style="list-style-type: none"> - Refer to the previous lessons. - Ask: <i>What impressed you the most about the stories of Robinson Crusoe, Alexander Selkirk, Alfie and the sinking of the Titanic?</i> - Explain that learners are to imagine themselves to have been caught in a storm at sea. They have to explain what happened, describe what they had to do to keep strong and alive and include the rescue operation. 	<p>story title: <i>I was on our family boat when dark, grey clouds started looming over us. Rain started pelting down like tonnes of tiny pebbles. The boat rolled and swayed in the frothing water as the sea pounded against us. Continue the story.</i></p>	LAP 6.6 I can narrate events using simple linguistic forms.	
	WR 6.10 (organisation)		<p>Main Task:</p> <ul style="list-style-type: none"> - Explain 'Pre-Writing' stage. Share title (GAP). Elicit from learners the genre, audience and purpose and discuss together each component in detail. - Elicit success criteria for story writing (e.g. a strong beginning that describes the setting and characters, good description of actions to build up to the problem and danger, a strong description of the danger/emergency using words that show excitement and adventure to build drama, an explanation of how to solve the problem, a strong ending with the problem solved). - Share the success criteria from the Writing Resource Pack. 	<p>word mats (Refer to Character Description word mat from the Listening Lesson.)</p>		as in previous lessons
	WR 6.11F (story)		story	<ul style="list-style-type: none"> - Explain 'Drafting' stage. Elicit from them the kind of information their story should include. Ask: <i>Where is the story set? Who are your characters? What kit do you have with you? What is the danger? What do you do to survive? How does it end (rescue)?</i> (Learners may use the graphic organiser in the Writing Resource Pack and/or the graphic organiser, 'Graphic Organiser for the Senses') - Share the word mats. - Learners start organising ideas. (Learners may use the writing frame in the Writing Resource Pack.) - Explain 'Revision' stage. Learners check that writing is relevant, ideas are organised properly ... - Explain 'Editing' stage. Learners check grammar, punctuation and spelling. <p>Post-Task: Learners take it in turns to read their stories aloud.</p>		<p>graphic organiser (Writing Resource Pack) handout – 'Graphic Organiser for the Senses'</p> <p>story writing frame (Writing Resource Pack)</p> <p>story success criteria (Writing Resource Pack)</p>
	WR 6.13 (sentence structure)					
	WR 6.14 (vocabulary)					
	WR 6.15 (spelling)					

Further links:

Poem – Benjamin Blink drank invisible ink <https://poetry4kids.com/poems/benjamin-blink-drank-invisible-ink/>

Video – How do firefighters put out fire <https://learnenglishkids.britishcouncil.org/listen-watch/video-zone/how-do-firefighters-put-out-fires>