

Year 5 Scheme of Work			Theme: The Natural World and Wildlife		
LANGUAGE SKILL	Listening	Reading	Writing	Literature	Speaking
LEARNING OUTCOME	LV 6.1, LV 6.2	RV 6.1, RV 6.2, RV 6.3, RV 6.4, RV 6.7, RV 6.11, RV 6.12	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 6.5, SR 6.7, SR 6.9, SR 6.15, SR 6.16
ASSESSMENT	WS: London Zoo	WS: List of 8 Biggest Pros and Cons of Zoos	Opinion Article	WS: Elephant	Presentation and/or Picture Prompt
ACTIVITY	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Introduce theme using wild animal toys. - Describe pictures. - Ask <i>'What would you like to do at the London Zoo?'</i> - Explain term 'adjectives'. - Introduce adjectives in the text. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read questions. - Pupils listen to text and questions. - Pupils listen to text and questions for the second time. - Final revision. <p>Post-Task: Pupils complete the 'Zoo Animals Alphabet'.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Explain term 'prediction'. - Share text. Go through the different features to predict the text genre and content (website name, url, title, name of author, pictures, sub-titles, numbered paragraphs, facility to share on social media ...). - Link with Listening Lesson. - Pre-teach vocabulary. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read text and questions. - Pupils answer gist question: <i>'What is the text about?'</i> - Teacher poses questions for specific details: <i>'Who has written the article? When was the article written? Why are zoos useful to researchers and scientists? Why are animals hunted by poachers? What problems can elephants and lions have in a zoo? Which animals will find it difficult to hunt for themselves?'</i> - Pupils read text and look for answers to the above questions. - Discuss answers. - Teacher reads text aloud. - Pupils work out worksheet. <p>Post-Task: Pupils share their opinion about zoos based on what they had read.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Explain term 'opinion article'. - Link with Reading Lesson. Draw difference between argumentative article (use Reading Lesson) and opinion article. <p>Main-Task:</p> <ul style="list-style-type: none"> - Share and explain title (GAP). - Go through Reading Text. - Pupils write and share their own lists of pros and cons. - Share writing model of an opinion article. Explain its structure and how it can be improved. - Share and explain writing frame's structure. Compare and contrast it with writing model. - Together come up with suitable sentence starters. - Elicit success criteria for writing an opinion article. - Share success criteria. - Pre-writing of article. - First draft of article. - Revising and editing article. <p>Post-Task: Pupils write the opinion article and share it with classmates.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Beam up questions, <i>'List one difference between the giraffe and the elephant. What makes the elephant a mammal like us? What do elephants eat? How do elephants spend their day? Describe the elephant's ears. List three actions elephants can do with their trunks. List two differences between the Asian and African elephant. Why are elephants endangered?'</i> - View video about elephants. - Pupils answer questions. - Share text and go through different text clues for prediction. - Pre-teach vocabulary. - Explain who Kim Basinger, Napoleon and Ted Hughes are. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read poem and questions. - Pupils answer gist question: <i>'What is the poem about?'</i> - Teacher poses questions for specific details: <i>'Find a simile in the poem. What would the elephant do all day? What activities would the elephant do with his pals? List two things the elephants would do at night. How many stanzas does the poem have?'</i> - Pupils read poem and look for answers to the above questions. - Discuss answers. - Read the poem aloud. - Pupils work out worksheet. <p>Post-Task: Pupils look up facts about a wild animal at home. The information collected will be used to create a presentation during the Speaking Lesson.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Link with Listening Lesson and Literature Lesson as both describe wild animals. <p>Presentation</p> <p>Main-Task:</p> <ul style="list-style-type: none"> - Share and explain title of presentation. - View video about the gorilla. - Note the animal facts which were described in the video. - Share possible sub-titles to use for organising information. - Share success criteria. <p>Post-Task: Pupils create their presentation and share it with class.</p> <p>Picture Prompt</p> <ul style="list-style-type: none"> - Show picture. Allow pupils some time to look at it carefully. - Ask pupils questions: <i>'Tell me what you can see in the picture. Can you describe one of the children in the picture? How old do you think he / she is? How can you tell? What can you see inside this place? Should fish be kept inside such places? What do you think happened just before the picture was taken? What do you think happened just after the picture was taken? What was the first thing that you noticed when you saw this picture? Who do you think took this picture? What do you like about this picture? Why? Have you ever been to such a place? Would you like to visit one?'</i> <p>Post-Task: Pupils ask questions about the picture to the teacher.</p>

RESOURCES	PPT with audio clip, worksheet, answers, wild animals toys	PPT, reading text, worksheet, answers	PPT, opinion article writing frame, title, sentence starters, success criteria	PPT with audio-visual clip, reading text, worksheet, answers	PPT with audio-visual clip and picture prompt, success criteria
LANGUAGE STRUCTURE	adjectives	present tense	present tense	rhyming words and personification	present tense
VOCABULARY	heavy, tall, long, big, orange, black, hairy, excellent, red, white, lovely, dangerous ...	nutrition, security, endangered, poachers, extinction, roam, migrate, aggressive, confined, amusement, campaigns, debts ...	See Sentence Starters handout and Reading SoW.	reincarnated, reliable, steady, lord, manor, bouts, daft, lumber ...	chunk, rearranged, distracted, occasionally ...
LANGUAGE FUNCTION	to describe	to inform	to give an opinion	to describe	to describe