

## Year 6 – Scheme of Work

This scheme of work is designed around the theme **Traditions and Customs**. It shows the sequence of lessons for the first week of this unit, during which learners should learn how to plan, draft and revise, edit and write a non-chronological report about traditions and customs. Teachers may wish to continue expanding on the work covered here, by extending the unit to two or three weeks, so that the learners have more time to study, analyse and critically reflect on this genre.

Year 6		Topic: Traditions and Customs			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
<b>LISTENING</b>	LV 6.2 I can understand audio/audio-visual text across a range of genres, identifying main idea, specific information and key words.	<ul style="list-style-type: none"> <li>· Ongoing questions and participation</li> <li>· Pair work</li> <li>· Worksheet</li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Introduce unit to learners. Brainstorm words related to traditions and customs. What words can they think of? What family traditions do they have / know of? Elicit words such as: religious beliefs, family, passing down from generation to generation, tourists, rituals, language, etc.</li> <li>· Write down six to eight words from the vocabulary section on the board one at a time, and have learners decide their meaning.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>· Share the lesson intention and explain that they will be viewing and listening to a videoclip about different traditions around the world.</li> <li>· Distribute the handout available for this lesson. Start with the Pre-Task. Explain the task and have learners discuss in groups. Feedback to the whole class.</li> <li>· Play the videoclip for the first time. Learners proceed with the While-Listening tasks. Have learners work individually and then discuss answers in pairs or small groups.</li> </ul> <p><b>Post-Task</b></p> <ul style="list-style-type: none"> <li>· Have learners think about the two review questions at the end of the handout. Allow some time for learners to formulate their answers, then discuss in pairs or small groups. Feedback to the whole class. Learners may wish to continue viewing the video clip (or you may wish to use it during the listening lessons in Weeks 2 and 3).</li> </ul> <p><b>Leading to Speaking and Writing:</b></p> <ul style="list-style-type: none"> <li>· Explain that throughout the duration of this unit, the learners will be learning more about their own culture and that of other countries. Give out the worksheet Learning about my Culture so learners can write, draw, or find pictures on the internet about traditions and customs they practice at home.</li> </ul>	<ul style="list-style-type: none"> <li>· Link for videoclip: <a href="https://www.youtube.com/watch?v=j5da1f7NT4Q">https://www.youtube.com/watch?v=j5da1f7NT4Q</a> (stop at 2:09)</li> <li>· Lesson 1 Handout</li> <li>· Research sheet: Learning About My Culture</li> </ul>	<p><b>Language Structures:</b> present simple</p> <p><b>Vocabulary:</b> revellers, tourists, Buddhist, disciple, originates, spirit, deceased, offering, honour, commemorate, graves, altars, temples, trickled, purifying, cleanse,</p> <p><b>Language Function:</b> To inform</p>
	LV 6.13 I can listen carefully, follow a series of instructions, and participate in discussions.				

<b>READING</b>	<p>RV 6.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>RV 6.9 I can read more complex texts across genres for different purposes.</p> <p>RV 6.10 I can understand text organisation and how a text develops.</p>	<p>Ongoing questions</p> <p>Tasks on worksheet</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Show learners the Capoeira video from YouTube (link in resources section). Ask questions to lead the discussion: What kind of tradition is this? What are the people in the middle doing? What are the people in the outer circle doing? What do you notice about the people in the middle of the circle?</li> <li>· Write down key words for these questions on the board so that you have a word bank of vocabulary and phrases related to Capoeira.</li> <li>· Explain that we are going to read a text about Brazilian capoeira. (Capoeira is an Afro-Brazilian blend of martial art, game and dance created by enslaved Africans in Brazil during the 16<sup>th</sup> century.)</li> <li>· Give out the worksheet with the text. Have learners look at the article. Have them identify what kind of genre it is and its features. Do learners know why some of the words are in italics?</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>· Read the text aloud and discuss as you go along. Discuss genre, audience and purpose of text. Ask questions: What is this article mainly about? Who might be interested in reading this text? When does a student become a graduate? Which is the title given to the highest rank? What do young novices learn from practicing in capoeira?</li> <li>· Give out sticky notes to each learner. Have learners read the article individually. On the sticky note each student writes one thing they remember from the text. They share with their partner then discuss as a whole class.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>· Learners answer the questions on the worksheet independently.</li> <li>· Have learners draw up a list of the key benefits of this martial art/ dance. Can they think of any disadvantages? Discuss in pairs, then draw up a list as a whole class.</li> </ul> <p><b>Extension Idea:</b></p> <ul style="list-style-type: none"> <li>· Learners can research different dance traditions around the world (for instance, Ballet, Polka, Salsa, Flamenco, Belly dance, Hula, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>· <a href="https://www.youtube.com/watch?v=6H0D8Valli0">https://www.youtube.com/watch?v=6H0D8Valli0</a></li> <li>· Sticky notes</li> <li>· Worksheet – Text and Questions</li> </ul>	<p><b>Language Structures:</b> Present Tense</p> <p><b>Vocabulary:</b> Capoeira, master, combines, takedown, evade, coordinate, specific, graduate, responsibility</p> <p><b>Language Function:</b> To inform and describe</p>
----------------	--	--	--	---	--

LITERATURE	<p>LIT 6.9 I can add several ideas of my own in the same style as the original story, poem or playscript.</p> <p>LAP 6.7 I can use the resources available to expand my production of words.</p>	<p>Ongoing questions and participation</p> <p>Self-created haikus (groups or pairs)</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Open the lesson by checking what learners know about Japanese culture and traditions. Share photos on PowerPoint and discuss each one. Discuss term <i>haiku</i>. Do the learners know what a haiku is?</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>· Begin by having learners read some classic examples of Japanese haiku in English translation.</li> <li>· Divide the class into small groups and have learners read several haiku poems aloud to one another. Have each group reach an agreement about the poem they like best and agree on three reasons why.</li> <li>· Have a spokesperson read each group's preferred haiku aloud to the class and explain the group's reasons for its choice. List these reasons on the chalkboard, noting where groups have identified similar characteristics or registered a similar impression. Keep this list on view for later reference.</li> </ul> <p><b>Post Task:</b></p> <ul style="list-style-type: none"> <li>· Conclude this lesson by having students write two or three haiku poems based on their own everyday experiences. Be sure to emphasize that a haiku can be funny, serious, or even just a "snapshot" of a moment or a scene. Allow no more than 15 or 20 minutes for this assignment, then have students share their best poems in their groups or with the class.</li> </ul>	<p>PowerPoint presentation</p> <p>Haiku Poetry Worksheet</p> <p>Haiku Planning sheet</p>	<p><b>Language Structures:</b> Present and Past Tenses</p> <p><b>Vocabulary:</b> traditions, customs, seasons, nature, etc.</p> <p><b>Language Function:</b> To entertain</p>
------------	--	---	--	--	---

<b>SPEAKING</b>	<p>SR 6.5 I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions about a text.</p> <p>SR 6.12 I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others.</p> <p>SR 6.15 I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.</p>	<p>Research notes</p> <p>Participation in lesson</p> <p>Pair work</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Display pictures on PowerPoint and ask students in pairs to comment on them. Get feedback as a whole class. Ask the students what they can <i>see, think and wonder</i>.</li> <li>· Develop a mind map on the board and brainstorm with the students. What words do they know or what words can they come up within relating to traditions and customs?</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>· Activity 1: My home culture, traditions and customs <ul style="list-style-type: none"> <li>· Put students in groups of 3-4.</li> <li>· Ask them to share the information they collected on the worksheet Learning about my Culture.</li> <li>· Have learners ask questions to find out more, especially if they are in mixed culture groupings.</li> </ul> </li> <li>· Activity 2: Compare and contrast. <ul style="list-style-type: none"> <li>· Ask each group to fill in Worksheet 2 by comparing their home culture to another culture represented in their group. If this is not possible, have them research a country and its culture. They can use the table on the worksheet to structure their discussion. When they have completed the table, they should give a brief description of how the two cultures are alike and different (compare and contrast).</li> </ul> </li> </ul> <p><b>Post Task:</b></p> <ul style="list-style-type: none"> <li>· Go around the class assisting as necessary. Listen in to learners' conversation and do a class correction on common mistakes noted.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>· You can have learners present the facts about their home culture. They can bring items from home to help them during the presentation. Encourage multi-cultural awareness.</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint – Lesson 4</li> <li>· Worksheet 1 – Learning about my Culture</li> <li>· Worksheet 2 – Culture comparison</li> </ul>	<p><b>Language Structures:</b> Present simple – to describe Comparatives /superlatives</p> <p><b>Vocabulary:</b> Maori, ceremonies, tipping, Quccija, career, index finger, customary, slurping, land diving, ritual, wedding</p> <p><b>Language Function:</b> to describe, compare and contrast, justify opinion</p>
-----------------	---	---	---	--	---

<b>WRITING</b>	<p>WR 6.10 I can write a text organised in a series of paragraphs.</p> <p>WR 6.11 I can write appropriately for an audience and with a purpose. (GAP)</p> <p>RV 6.10 I can understand text organisation and how a text develops.</p>	<p>Ongoing questions/participation</p> <p>Checklist with key features of non-chronological reports</p> <p>Self-constructed spider maps</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Share the Powerpoint with the learners. Have them discuss slides in pairs and elicit features as you go along with them.</li> <li>· Give out model texts. Have learners in pairs or small groups read them and use the checklist provided to identify features.</li> </ul> <p><b>Main Task</b></p> <ul style="list-style-type: none"> <li>· Show slide 12 from the PowerPoint. Discuss this plan to help us organise ideas. Talk about main subject, sub-headings and supporting details.</li> <li>· Learners use Worksheet 1 from Speaking lesson and read it through it silently. Have them discuss their information in pairs (use different groupings for this lesson). If you have same culture groups, you can have learners work in smaller groups to facilitate sharing of ideas.</li> <li>· Have learners start planning their report using the spider-map layout. Allow time for learners to do further research if need be.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>· Ask learners to share their web with the rest of the class. Stress key features of the report and elicit what else can be included.</li> <li>· Allow for self and peer feedback. Discuss any difficulties learners still have regarding writing a non-chronological report. (Use this to plan further non-chronological reports analysis in the next weeks).</li> </ul> <p><b>Extension Ideas:</b></p> <ul style="list-style-type: none"> <li>· Encourage learners to create their own webs. Use the web available only for the weaker learners who need support to create the web.</li> <li>· In the next writing lesson of this unit, have learners start drafting their report using a graphic organiser.</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint – Lesson 5</li> <li>· Spider-map worksheet</li> <li>· Model Text</li> <li>· Non-Chronological Report Checklist</li> </ul>	<p><b>Language Structures:</b></p> <ul style="list-style-type: none"> <li>· Present Tense</li> <li>· Third Person singular/plural</li> <li>· Connectives</li> </ul> <p><b>Vocabulary:</b> Festivals, Diwali, culture, traditions, bonfire, etc.</p> <p><b>Language Function:</b> To inform</p>
----------------	--	--	--	---	--

Further links:

Cultures and Customs for Kids: [https://www.youtube.com/watch?v=qIX\\_m44zcGA&t=19s](https://www.youtube.com/watch?v=qIX_m44zcGA&t=19s)

Wedding traditions - [https://www.youtube.com/watch?v=6WeD\\_a0Zil4&t=6s](https://www.youtube.com/watch?v=6WeD_a0Zil4&t=6s)

Capoeira: <https://www.youtube.com/watch?v=snraNAoiBGs>

Learning Apps: <https://learningapps.org/index.php?page=4&s=traditions>