

## Year 6 – Scheme of Work

This scheme of work is designed around the theme **Homes Around the World**. 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 homes around the world. 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: Homes around the World   |   |  |   |
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|           | Learning Outcome   | Assessment  | Activity/Procedure  | Resources (incl. digital)  | Language Structure/Vocabulary/<br>Language Function   |
| LISTENING | <p>LV 6.1 I can listen attentively to text read aloud (audio/audio-visual) and demonstrate understanding by making inferences as well as justifying and explaining statements.</p> <p>LV 6.2 I can understand audio/audio-visual text across a range of genres, identifying main idea, specific information and key words.</p> | <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>· Explain to learners that this unit is called Homes Around the World. In pairs have them fill in a KWL chart. Discuss together as a class. Throughout the discussion elicit the following points: <i>people around the world live in different homes that reflect their culture, geographic location and available resources.</i></li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>· Explain to learners that they are going to listen to a song that mentions many types of homes around the world. Play song for the first time. Discuss initial responses to song.</li> <li>· Distribute the handout Homes around the World. They listen to the song two more times and complete the worksheet from the clues provided in the song.</li> <li>· When the song is complete, review the worksheet together. During this step, do the following:               <ul style="list-style-type: none"> <li>· Identify the country on a world map and mark it with a push pin or a post-it note.</li> <li>· Show a photograph of the home and explain to learners that most of these photographs and types of homes represent traditional housing in that area.</li> </ul> </li> <li>· Ask learners what unique features they notice about the home. Discuss with the learners how these features may represent the unique culture of the people or the geography of the land.</li> <li>· Discuss different climate zones in the world. Ask: Which type of climate does the singer mention in the song? (Tropics). Do the children know the other climatic zones? Refer to slides 20 -23.</li> <li>· The singer also mentions the word hometown. What kind of houses would you find in your hometown?</li> </ul> <p><b>Post-Task</b></p> <ul style="list-style-type: none"> <li>· Have learners draw a world cloud for the word HOME. Discuss: What is the difference between a ‘house’ and a ‘home’? What makes the place where you live in, a home? What do we mean when we tell a guest to ‘make themselves at home’?</li> </ul> <p><b>Leading to Writing:</b></p> <p>Explain to learners that as a writing task for this unit they will be working on an informational text about houses around the world. Have learners select three countries from the map. For each country, they need to find information about its traditional housing.</p> | <ul style="list-style-type: none"> <li>· Song by Michael Stanwood, Housing</li> <li>· Lesson 1 Handout</li> <li>· KWL chart</li> <li>· World map (chart or online)</li> <li>· PowerPoint presentation – Lesson 1</li> <li>· Homes Around the World – Research Sheet</li> </ul> | <p><b>Language Structures:</b></p> <ul style="list-style-type: none"> <li>· Modal verbs – might, could,</li> </ul> <p><b>Vocabulary:</b></p> <p>tent, yeti, thatched house, chalet, igloo, reed, pagoda, house on stilts, apartment, space station, shelter, hometown, tropics</p> <p><b>Language Function:</b></p> <p>To entertain</p> |

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| READING | <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 slide 2 from the PowerPoint and have them compare and contrast the two pictures. Discuss as a whole class.</li> <li>Explain that we are going to read an article about three places with underground houses. Have learners discuss the following questions in pairs/ small groups: <ul style="list-style-type: none"> <li>Why do people live in underground houses? Think of at least three possible reasons.</li> <li>What are the disadvantages of living under the ground?</li> </ul> </li> <li>In pairs, learners work out the meaning of the words in bold, then read the Glossary to check their answers.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Have learners read the article quickly. Ask: <i>Which place would you like to visit most? Why?</i></li> <li>Read the text aloud and discuss as you go along. Discuss genre, audience and purpose of text. Ask questions: <i>Who might be interested in reading this text? What kind of text is it and how can we tell? How is it organised? How is this helpful to the reader? How does the article start? What is the purpose of this part of the text? How does it end? Why is this section helpful? What other features might you add to this article? Can they find examples of technical words?</i></li> <li>Draw up a list with features (an eye-catching heading in a large font, an introductory paragraph, text split up into paragraphs and each paragraph focuses on a different aspect of the subject, sub-headings for each paragraph, mostly written in present tense, pictures of the subject, some technical words included, glossary to explain difficult or unknown words).</li> <li>Share questions on the screen and allow some time for learners to find the answer. Discuss highlighting the key word in the question and finding the answer in the text.</li> <li>Draw attention to multiple choice questions which are in the negative and explain the tip.</li> <li>Continue working your way through the questions 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>Can learners think of other unusual houses that people live in? Why do people choose to live in these places?</li> <li>Add any new ideas learnt during this lesson to KWL chart.</li> </ul> <p><b>Extension Idea:</b></p> <ul style="list-style-type: none"> <li>Have learners annotate text 'Fantastic Treehouses'.</li> <li>Share the link to the book 'If you lived here' by Giles Laroche and have learners read it and refer to the information in this book throughout the unit.</li> </ul> | <ul style="list-style-type: none"> <li>PowerPoint Presentation – Lesson 2</li> <li>Worksheet – Text and Questions</li> <li>KWL chart from Lesson 1</li> <li>Fantastic Treehouses – text to annotate</li> </ul> | <p><b>Language Structures:</b><br/>Present Tense</p> <p><b>Vocabulary:</b><br/>underground, communities, developments, beneath, ceilings, electricity, unusual, dug, opals, mine</p> <p><b>Language Function:</b><br/>To inform and describe</p> |
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| LITERATURE | <p>LIT 6.6 I can show my personal response to the literary text I encounter.</p> <p>LIT 6.10 I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p> | <p>Ongoing questions and participation</p> <p>Selection of reading response tasks from choice board.</p> | <p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Share front cover of book (available on PowerPoint Presentation). Discuss title and illustration. Ask: <i>What does the title 'Dear Norman' make you think of?</i> Explain term 'epistolary' meaning a story written as a series of letters about a boy called Norman who leaves his comfortable home to live up in a tree.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>· Read text aloud and discuss as you go along. Use PowerPoint presentation and the Reading Guide from the accompanying material to guide you along. Ask questions to check comprehension:             <ul style="list-style-type: none"> <li>· What could Norman's treehouse look like? What was it made of? How did the interior look?</li> <li>· Do you approve of Norman's parents' behaviour? Would the reaction of your parents be the same or different? If you were one of his parents, what would you do in this case?</li> </ul> </li> <li>· Discuss questions at the end of the presentation.</li> </ul> <p><b>Post Task:</b></p> <ul style="list-style-type: none"> <li>· Show the Reading Choice Board resource included with this lesson. Have learners choose 3 activities to form a line. Learners may work on the reading response task in more than one lesson.</li> </ul> | <p>PowerPoint presentation</p> <p>Reading Text – Dear Norman</p> <p>Reading Choice Board</p> | <p><b>Language Structures:</b><br/>Present and Past Tenses</p> <p><b>Vocabulary:</b><br/>possessions, decisions, hesitate, surrender, anonymous, on strike, impressed, guardian,</p> <p><b>Language Function:</b><br/>To entertain</p> |
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| <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>Share This is Home on Google Chrome. Discuss different places around the world and the different weather and climatic conditions. Look at the different homes around the world and share ideas.</li> <li>Have learners share some facts about the countries and dwellings they have been researching (refer to Lesson 1)</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li><b>Activity 1: Where might these homes be found?</b><br/>Have learners refer to the notes collected about different homes around the world. Allow some time for learners to individually fill in the worksheet for this lesson. Then in pairs, learners share information collected. Also have them discuss why it is suitable for that climate. <i>Ask: Which kind of house would you like to live in? Why?</i></li> <li><b>Activity 2: Compare and contrast.</b><br/>Have learners choose a house to compare to the one they live in. Have them discuss how it is different or similar to their house. Learners can fill in the handout provided to help them organise their ideas.</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 different houses they researched. Allow learners the opportunity to create a video of their presentation and to show the video to the class. You might need to build more time into the lesson structure if you choose to do this.</li> <li>In the next weeks working on this theme, you can also encourage learners to design their own dream house. They can give a short presentation about their dream house at the end of the unit.</li> </ul> | <ul style="list-style-type: none"> <li>PowerPoint – Lesson 4</li> <li>Worksheet</li> <li>My Dream Home PowerPoint (for extension activity)</li> </ul> | <p><b>Language Structures:</b><br/>Present simple – to describe<br/>Comparatives /superlatives</p> <p><b>Vocabulary:</b><br/>climate, weather, material, roof, windows, environment, living conditions, etc,</p> <p><b>Language Function:</b><br/>to describe, compare and contrast, justify opinion</p> |
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| WRITING | <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>LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.</p> | <p>Ongoing questions/participation / first draft</p> | <p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>· Pairs/ small groups to come up with as many features of non-chronological reports as possible. Share them as a class. Refer to list drawn up during the reading lesson.</li> <li>· Turn the list of features into success criteria to be used as reference throughout the writing stage.</li> </ul> <p><b>Main Task</b></p> <ul style="list-style-type: none"> <li>· Refer to graphic organiser on Slide 3 in the PowerPoint presentation. Discuss how best to organise the information collected from their research, e.g. A brief introduction to explain the article, each section/ paragraph in the report will give information about a kind of house, headings can show the name of the dwelling and the country where it is found.</li> <li>· Move on to discuss what information to include in each paragraph. Ask: <i>What would be useful for the reader to know?</i> Discuss climate, natural resources and comfort.</li> <li>· Learners refer to their own research notes and make their own graphic organisers using the model shared together. Circulate around the learners, assisting as necessary.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>· Ask learners to share their graphic organisers with the rest of the class, referring to the success criteria for non-chronological reports compiled in the pre-task.</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>· In the second writing lesson for this unit (Week 2), use Slides 9 - 13 to practise developing each paragraph during shared-writing. Use the points provided on the PowerPoint, looking at what each paragraph could include.</li> <li>· Follow shared-writing with independent writing or guided writing (working with a group to develop each section of the graphic organiser).</li> <li>· Allow for short-burst writing tasks focusing on specific language features, e.g. using connectives to join ideas together, using the third person, the present tense, etc.</li> </ul> | <ul style="list-style-type: none"> <li>· PowerPoint – Lesson 5</li> <li>· Graphic Organiser – Non-Chronological Reports</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><br/>tropical, cinnamon, veranda, murals, etc</p> <p><b>Language Function:</b><br/>To inform</p> |
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Further links

Book: If you lived here : <https://online.flipbuilder.com/rsic/zlpw/>

[This is Home - Google Earth:](#)

<https://earth.google.com/web/@11.15131171,40.29721238,759.99993506a,15565461.99999988d,35.0000004y,359.99999713h,0.00006727t,0r/data=CiQSIhgN2lyMzE5NzNIOGRmMTFINmI5OWM2ZjgxOGQ2OWE2ZTc>

<https://www.youtube.com/watch?v=hrfbrGx3X8g> Types of houses around the world