

Year 5 Scheme of Work			Theme: School and Education		
LANGUAGE SKILL	Listening	Reading	Writing	Speaking	Literature
LEARNING OUTCOME	LV 6.1, LV 6.2, LV 6.10	RV6.1, RV 6.2, RV 6.3, 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	SR 6.5, SR 6.9, SR 6.15, SR 6.16	LIT 6.2, LIT 6.3
ASSESSMENT	WS: School Uniforms	WS: School Children Punished Over Wrong Trousers	Opinion Article	Speech and/or Compare and Contrast	WS: How Green You Are
ACTIVITY	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Introduce theme.</li> <li>- Describe pictures.</li> <li>- Introduce the adjectives and phrases used to give an opinion, within the text.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read questions.</li> <li>- Pupils listen to text and questions.</li> <li>- Pupils listen to text and questions for the second time.</li> <li>- Final revision.</li> </ul> <p><b>Post-Task:</b></p> <p>Share 'School Uniform' word mat. Pupils design and describe their own uniform.</p> <p>At home, pupils ask an adult to describe his/her old uniform.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Predict what text genre is and what it is about.</li> <li>- List text features of a newspaper article.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read text and questions.</li> <li>- Pupils answer gist question: <i>'What is the text about?'</i></li> <li>- Link with Listening Lesson.</li> <li>- Teacher poses questions for specific details: <i>'When was the article written? Why did the school punish the students? What punishment did the students receive? How did the parents feel about the punishment? How many people were interviewed in the article?'</i></li> <li>- Pupils read text and look for answers to the above questions.</li> <li>- Discuss answers.</li> <li>- Pupils work out worksheet.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils share their opinion about the story.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain term 'opinion article'.</li> <li>- Link with Writing Lesson covered during the 'Natural World and Wildlife' theme.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Share and explain title (GAP).</li> <li>- Link with Reading Lesson.</li> <li>- Share arguments for and against the use of uniform (PPT points and debate video clip).</li> <li>- Pupils write and share their own lists of pros and cons.</li> <li>- Share and explain writing frame's structure.</li> <li>- Together come up with suitable sentence starters.</li> <li>- Elicit success criteria for writing an opinion article.</li> <li>- Share success criteria.</li> <li>- Pre-writing of article.</li> <li>- First draft of article.</li> <li>- Revising and editing article.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils write the opinion article and share it with classmates.</p>	<p><b>Speech</b></p> <p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain term 'speech'.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain title of speech.</li> <li>- Link with Listening, Reading and Writing Lessons.</li> <li>- Share cue card. Explain and discuss questions together.</li> <li>- Refer to the sentence starters, shared during the Writing Lesson.</li> <li>- Elicit success criteria from pupils.</li> <li>- Share success criteria table.</li> </ul> <p><b>Post-Task:</b></p> <p>Turn speech activity into a debate activity.</p> <p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>- Show two pictures. Allow pupils some time to look at them carefully.</li> <li>- Ask pupils questions: 'Describe Picture 1. Describe Picture 2. How are these two pictures alike? How are they different? Do you prefer Picture 1 or Picture 2? Why?'</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils ask questions about the pictures to the teacher.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Beam up questions 'What was the name of the train? In which school year were the pupils on board the train? How do you think they felt when they first set eyes on the school? Describe their uniform. Do you like it? Is it suitable for such a school? Do you like the woman's clothes? Do you think teachers should wear a uniform at school? What do you think of Draco Malfoy? How did you feel for Ron Weasley at the end of the clip?'</li> <li>- View film clip.</li> <li>- Pupils answer questions.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read text and questions.</li> <li>- Pupils answer gist question: <i>'What is the text about?'</i></li> <li>- Teacher poses questions for specific details: <i>'How did Julie get to school? What was Julie carrying with her? What did the children do to annoy Julie? How did Julie and Bee spend their time together? What did Bee do after school that day?'</i></li> <li>- Pupils read text and look for answers to the above questions.</li> <li>- Discuss answers.</li> <li>- Read the text aloud.</li> <li>- Pupils work out worksheet.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils predict what is going to happen in the story.</p>
RESOURCES	PPT with audio clip, worksheets, answers, word mat	PPT, reading text, worksheet, answers	PPT with audio-visual clip, opinion article writing frame, title, sentence starters, success criteria	PPT, case scenarios, sentence starters, pictures prompt, success criteria	PPT with audio-visual clip, reading text, worksheet, answers

<b>LANGUAGE STRUCTURE</b>	present tense, adjectives	past tense	present tense	present tense	past tense
<b>VOCABULARY</b>	green, grey, white, gold, boring, strict, odd, purple, blue, great, fashionable, designer, expensive, blue, old-fashioned, small, short, better, I don't like ..., I think it looks ..., I hate ...	apologised, detention, conforming, skintight, appropriate, tightening, anticipated, furious, distressed, ridiculous, livid, tailored, specific ...	See Sentence Starters handout.	See Sentence Starters handout.	convent school, daft, chubby, embroidered, trundled, staggered, lurched, gutter, snob, Auld Lang Syne ...
<b>LANGUAGE FUNCTION</b>	to describe, to give an opinion	to narrate	to apologise	to give advice	to describe and narrate