

**YEAR 5 –ENGLISH LANGUAGE**

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| <b>Subject</b>  | <b>English Language</b>   |
| <b>Class/ Division</b>  | <b>Year A-F</b>   |
| <b>Week</b>   | <b>6 (4<sup>th</sup>-8th October 2020)</b>  |
| <b>Work send to students via</b>  | <b>Google Classroom</b>   |
| <b>Total number of lessons per week</b>   | <b>5</b>  |
| <b>Unit</b>   | <b>FICTION: POLAR PERIL</b>   |
| <b>Learning Outcomes</b>  | <p><b>By the end of the week , the students can:</b></p> <ul style="list-style-type: none"> <li>• Ask questions and make predictions about the text</li> <li>• Recall and summarise ideas of the story</li> <li>• Identify language features used in the story</li> <li>• Plan and write a story</li> <li>• Evaluate own writing</li> <li>• Review and edit own story</li> </ul>  |
| <p><b>Lesson 1<br/>(ZOOM SESSION1)</b></p> <p><b>Task</b></p> <p><b>Resource</b></p>  | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make predictions based on more obscure evidence in a text.</li> <li>• Summarise a story or sequence by retelling the main events in order.</li> <li>• Describe writer’s use of language to create interest in the story</li> </ul> <p>* Sequencing Events and Making Predictions (Worksheet)</p> <p><i>Polar Peril</i> (to post on GC and share on ppt during the session)</p> <p>Worksheet</p> |
| <p><b>Lesson 2<br/>(ZOOM SESSION2)</b></p> <p><b>Tasks</b></p> <p><b>Resource</b></p> | <p><b>Learning Objectives :</b></p> <ul style="list-style-type: none"> <li>• Explore the structure of a story</li> <li>• Identify the main story components.</li> </ul> <p>*Identifying the Story Structure of Polar Peril</p> <p><i>Polar Peril</i> (to post on GC and share on ppt during the session)</p>  |

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| <p><b>Lesson 3<br/>(ZOOM SESSION3)</b></p> <p><b>Tasks</b></p> <p><b>Resources</b></p>               | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Plan a fictional story</li> <li>• Begin to use paragraphs in longer pieces of writing.</li> <li>• Give a well-structured narrative account.</li> </ul> <p>* Planning a Story</p> <p>Writing Template &amp; Writing Criteria (posted on GC)</p>                                 |
| <p><b>Lesson 4<br/>(ZOOM SESSION4)</b></p> <p><b>Task</b></p> <p><b>Resources</b></p>                | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Write short stories (of 300–400 words) where each end links to the beginning.</li> <li>• Write in a legible and partially joined style, with evenly sized and spaced letters.</li> </ul> <p>*Writing a Story</p> <p>Writing Template &amp; Writing Criteria (posted on GC)</p> |
| <p><b>Lesson 5<br/>(GC SESSION/<br/>Asynchronous )</b></p> <p><b>Task</b></p> <p><b>Resource</b></p> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and edit own writing to improve consistency.</li> <li>• Read aloud short sections of own writing with some preparation.</li> </ul> <p>*Evaluating and Editing own Story</p> <p>Success Criteria/Checklist of Short Story</p>  |

**It is not necessary to take printouts of the worksheets posted on GC. Students can refer to the question and write their answer on a paper or in a notebook OR complete the task in Google Form. All papers must be kept carefully in a file. Classwork/Homework will be assigned in GC and has to be completed in Google docs and turned in for teacher’s feedback.**