|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT:** 0 - Welcome  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 4.2 | | | | | Main: 3.2.1  Complementary: 4.2.4 | | | | Friendship | | | | Language, Values | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Read the text and identify the main idea. 2. Describe personality. | | | | | | | | | Pupils can:   1. Introduce themselves to their partner, using the texts and the volunteers as a model. 2. Write at least two sentences to describe their personality. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present tense to describe personality (e.g., I’m kind Sara.) and expectations (e.g., This year I want to…) | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 4–5, Exercise(s): 1  Academy Stars Year 6 Teacher’s Book: Page 18.  Academy Stars Year 6 Workbook Book: Page 4. Audio :1.1 | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students to think about the concept of personality. Discuss with them what personality means and how it influences their behaviour and interactions with others. 2. Show pictures or provide examples of different personality traits, such as kind, funny, adventurous, or organised. Ask the students to share their understanding of these traits and provide examples of people they know who possess these traits. 3. Engage the students in a short class discussion about their own personalities. Ask questions such as, "How would you describe your own personality?" or "What are some of your strengths or characteristics that make you unique?" | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Text Exploration - Identifying the Main Idea:**   1. Distribute the Academy Stars Year 6 Pupil’s Book to the students and open it to pages 4-5. 2. Explain that they will be reading a text about different students' expectations for the year. 3. Instruct the students to read the text silently and underline or highlight the main idea or the overall theme. 4. Discuss the main idea as a class, allowing the students to share their thoughts and explanations.   **Simultaneous Round Table - Personality Discussion:**   1. Arrange the students' desks or seating in a circular or semi-circle formation. 2. Explain the rules of the Simultaneous Round Table activity: Each student will have a limited amount of time to share their personality description with the student next to them, and then they will rotate to the next person. 3. Set a timer for each round (e.g., 2 minutes) and instruct the students to begin sharing their personality descriptions. 4. Emphasise active listening and encourage the students to ask follow-up questions or provide feedback to their peers. 5. Rotate the students after each round until they have interacted with multiple classmates. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to write one or two sentences about their expectations for the year, using the present simple tense. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Simultaneous Round Table | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT:** 0 - Welcome  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 2.1 | | | | | Main: 4.2.1  Complementary: 2.1.1 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Write detailed information about themselves and others. 2. Give detailed information about themselves and others. | | | | | | | | | Pupils can:  1. Write about their group in their notebooks.  2. Ask and give detailed information about themselves. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present questions and answers to talk about oneself (e.g., How many people are there in your family?) | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 5, Exercise(s): 2–3, WB: Page 5. | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students to think about the importance of personal information and how it helps us understand others and build connections. 2. Display a picture or object that represents a family or a group of people. Ask the students to observe the picture/object and make predictions about the people in it. Encourage them to think about questions they could ask to gather more information. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Writing Detailed Information:**   1. Distribute the Academy Stars Year 6 Pupil’s Book to the students, open to page 5. 2. Explain that they will be writing detailed information about themselves and their group. 3. Model the activity by providing an example about your own family or a group of your choice. 4. Instruct the students to write about their group in their notebooks, providing details such as the number of family members, names, ages, occupations, and any other relevant information they would like to include. 5. Walk around the classroom, providing assistance and support as needed.   **Timed Pair Share - Giving Detailed Information:**   1. Pair up the students and explain that they will be engaging in a Timed Pair Share activity. 2. Set a timer for a designated time interval (e.g., 2 minutes) and instruct the students to take turns asking and giving detailed information about themselves based on the written descriptions they prepared. 3. Encourage the use of simple present questions and answers, such as "How many siblings do you have?" or "What are their names and ages?" 4. After the time is up, have the students switch roles and repeat the activity with a new partner. 5. Continue rotating partners until each student has had the opportunity to share their information with multiple classmates. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Divide the class into small groups and provide each group with a set of discussion questions related to personal information and getting to know others. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Timed Pair Share | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT:** 0 - Welcome  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 1.2  Complementary: 1.1 | | | | | Main: 1.2.2  Complementary: 1.1.1 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Understand with little or no support specific information and details of longer simple texts on a range of familiar topics. 2. Recognise and reproduce independently a wide range of target language phonemes. | | | | | | | | | Pupils can:   1. Display understanding of specific information and details of longer simple texts. 2. Recognise and say the words correctly. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present for defining vocabulary (e.g., This is a person who…). | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 6–7  Exercise(s): 1, WB: Page 6-7 | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students to brainstorm different types of people or professions they are familiar with (e.g., doctor, teacher, chef). 2. Show pictures or flashcards representing various professions and have a short discussion about each one. Ask the students to describe what they know about these professions. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Recognising and Reproducing Target Language Phonemes:**   1. Introduce the target language phonemes or sounds that the students will be focusing on. 2. Provide examples of words or sentences that contain the target sounds. 3. Model the correct pronunciation and have the students repeat after you. 4. Encourage the students to practice saying the words or sentences on their own. 5. Use visual aids or gestures to support the correct pronunciation.   **Talking Chips - Pronunciation Practice:**   1. Divide the class into small groups and distribute a set of "talking chips" (e.g., small tokens or pieces of paper) to each group. 2. Explain that each student will take turns selecting a chip and saying a word or sentence that contains the target language phonemes. 3. Emphasise the importance of clear and accurate pronunciation. 4. After a student says a word or sentence, they pass the talking chip to the next person in the group. 5. Continue the activity, allowing each student to have multiple turns. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask the students to share their experiences during the listening and pronunciation activities. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Talking Chips | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Games | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT:** 0 - Welcome  **SKILL(S) FOCUS:** Speaking | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 2.1  Complementary: 4.2 | | | | | Main: 2.1.1  Complementary: 4.2.1 | | | | Friendship | | | | Language | | | |
| **Pupils’ Aspiration** | | | | | | | | | | | | | | | | |
| Knowledge | | / | Thinking skills | | | / | Leadership skills |  | Bilingual proficiency |  | Ethics and spirituality | | |  | National identity |  |
| **LEARNING OBJECTIVES (LO):** | | | | | | | | | **SUCCESS CRITERIA (SC):** | | | | | | | |
| By the end of the lesson, pupils will be able:   1. Give detailed information about themselves and others. 2. Write detailed information about themselves and others. | | | | | | | | | Pupils can:  1. Communicate simple information about themselves and others.  2. Write their statements in their notebooks. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Simple present for descriptions (e.g., A chef is coming out of the shop.) | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 6–7  Exercise(s): 2–3, WB: Page 7 | | | | | | | |
| **LEARNING OUTLINE** | | | | | | | | | | | | **IMPACT / REFLECTION** | | | | |
| **Pre-lesson:** | | | | | | | | | | | | \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives and given enrichment exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils able to achieve learning objectives with guidance and given reinforcement exercise (s).  \_\_\_\_\_ / \_\_\_\_\_ pupils not able to achieve learning objectives and given remedial exercise(s).  TODAY’S LESSON:   |  |  | | --- | --- | | Excellent |  | | Need improvement |  | | | | | |
| 1. Begin the lesson by asking the students to think about the different roles or professions they have seen or encountered in their daily lives. 2. Write a few examples on the board and ask the students to describe what they know about each role or profession. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Role Play - Describing Professions:**   1. Divide the class into pairs or small groups. 2. Assign each group a different profession or role to role-play. 3. Provide the groups with some time to prepare their role plays, encouraging them to think about the actions, dialogue, and descriptions involved. 4. Each group takes turns performing their role play in front of the class. 5. After each performance, encourage the other students to ask questions or provide feedback on the descriptions and actions presented.   **Writing in Notebooks:**   1. Instruct the students to write their own statements or descriptions about a person or profession in their notebooks. 2. Encourage them to use the present simple and provide detailed information. 3. Walk around the classroom, providing support and guidance as needed. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Invite a few students to share the statements or descriptions they wrote in their notebooks. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Role Play | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Observation | | | | |
| **STUDENTS’ TASK TO FOLLOW UP** | | | | | | | | | | | | | | | | |
| **Remedial:** | | | | | | | **Reinforcement:** | | | | | **Enrichment:** | | | | |
| Pupils complete the worksheet with teacher’s guidance. | | | | | | | Pupils complete the worksheet for reinforcement. | | | | | Pupils complete the worksheet for enrichment. | | | | |
| **REFLECTION** | | | | | | | | | | | | | | | | |
| The next lesson plan: | | | | | | | | | | | | | | | | |