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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Knowledge  **UNIT:** 2. Life in the past  **SKILL(S) FOCUS:** Reading | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 3.2  Complementary: 3.2 | | | | | Main: 3.2.3  Complementary: 3.2.2 | | | | Friendship | | | | Global Sustainability | | | |
| **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. Guess the meaning of unfamiliar words from clues provided by other known words and by context. 2. Understand specific information and details of simple longer texts. | | | | | | | | | Pupils can:   1. Read extract from a diary and can ask questions to elicits answer. 2. Use the context to work out what they mean. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| used to / didn’t use to | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 22–23, Exercise(s): 1–4, Pictures / illustrations of 17th century London, the Great Fire of  London and Samuel Pepys, Pictures / illustrations of any similar well-known events from local or national history. | | | | | | | |
| **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 showing the students pictures or illustrations of 17th-century London, the Great Fire of London, and Samuel Pepys. 2. Engage the students in a discussion about the past and historical events, asking them questions like: “What do you notice in these pictures?”, “Have you heard of the Great Fire of London or Samuel Pepys? What do you know about them?”, “Why is it important to learn about history and life in the past?” 3. Introduce the concept of diaries and explain that they provide firsthand accounts of past events. 4. Spark their curiosity by telling them that they will read an extract from a diary and uncover the details of life in the past. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Gallery Walk - Exploring the Diary Extract:**   1. Divide the class into small groups and assign each group a different section of the Academy Stars Year 6 Pupil’s Book, specifically Page 22 and 23, Exercises 1–4. 2. Provide each group with the corresponding pictures/illustrations of well-known events from local or national history. 3. Explain that they will engage in a gallery walk activity, where they will read the diary extract and examine the pictures/illustrations to gain a deeper understanding of life in the past. 4. Instruct the students to discuss the questions related to the diary extract and make connections to the pictures/illustrations. 5. Encourage them to ask questions, make predictions, and share their observations. 6. Monitor each group's progress and provide guidance and support as needed.   **Group Discussion and Vocabulary Exploration:**   1. Bring the class back together and facilitate a group discussion based on the gallery walk activity. 2. Ask each group to share their observations, predictions, and questions about the diary extract and the related pictures/illustrations. 3. Encourage the students to use the context of the diary extract to work out the meaning of unfamiliar words. 4. Guide the discussion to explore the vocabulary and expressions related to past habits using 'to' and 'didn’t use to.' 5. Write down any unfamiliar words or phrases on the board and discuss their meanings as a class. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Recap the main ideas about life in the past, using diaries as valuable sources of information, and the usage of 'to' and 'didn’t use to' to describe past habits. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Gallery Walk | | | | |
| **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: | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | | |
| **THEME:** World of Knowledge  **UNIT:** 2. Life in the past  **SKILL(S) FOCUS:** Listening | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE:**  **DAY:** | | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | | |
| Main: 1.1  Complementary: 1.2 | | | | | Main: 1.1.1  Complementary: 1.2.5 | | | | Friendship | | | | Patriotism | | | 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. Recognise and reproduce independently a wide range of   target language phonemes.   1. Understand more complex supported questions. | | | | | | | | | Pupils can:   1. Ask and answer questions with used to. 2. Use prompts to make a new dialogue. | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | | |
| Used to / didn’t use to | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 24 & 26  Exercise(s): 1–4, workbook page 21. | | | | | | | | |
| **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 recall what they have learned about life in the past and the use of 'used to' and 'didn’t use to' to describe past habits. 2. Engage the students in a short discussion about how language and pronunciation change over time. 3. Show the students the Academy Stars Year 6 Pupil’s Book, specifically Page 24, and explain that they will listen to a dialogue that reflects life in the past. 4. Spark their curiosity by asking questions such as: “What do you think the dialogue will be about?”, “What kind of questions might be asked in the dialogue?” | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Listening Comprehension:**   1. Play the audio recording for Exercise 1 on Page 24 of the Academy Stars Year 6 Pupil’s Book. 2. Instruct the students to listen carefully and follow along in their books. 3. After the audio finishes, ask the students’ comprehension questions to assess their understanding of the dialogue. 4. Encourage them to answer the questions using 'used to' and 'didn’t use to.' 5. Provide support and guidance as needed.   **Talking Chips Activity:**   1. Introduce the Talking Chips activity to promote active participation and equal opportunities for all students to speak. 2. Explain that each student will receive a small chip or token. 3. Instruct the students to take turns speaking and pass their chip to the next person after they have shared their response or answer. 4. Pose questions related to the dialogues they created, allowing each student to answer using the target language. 5. Encourage the students to ask follow-up questions or provide additional information to further the conversation. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assign Workbook page 21 for homework, which focuses on practicing the use of 'used to' and 'didn’t use to' in sentence completion exercises. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Talking Chips | | | | | |
| **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: | | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | | |
| **THEME:** World of Knowledge  **UNIT:** 2. Life in the past  **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 | | | | Patriotism | | | 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. Give detailed information about themselves and others. | | | | | | | | | Pupils can:   1. Talk to their partner about when they were three years old. 2. Write a short paragraph about their life in the past. | | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | | |
| Used to / didn’t use to | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 25  Exercise(s): 1–3 | | | | | | | | |
| **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 share something interesting or memorable about their early childhood experiences. 2. Engage the students in a brief discussion about how people change as they grow older and the different activities they used to do when they were younger. 3. Show the students the Academy Stars Year 6 Pupil’s Book, specifically Page 25, and explain that they will be talking about their lives in the past. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Timed Pair Share Activity:**   1. Pair up the students and explain that they will take turns sharing information about their lives when they were three years old. 2. Set a timer for a designated time interval (e.g., 2 minutes) and instruct the students to have a conversation with their partner within that time frame. 3. Encourage them to ask and answer questions, share memories, and use the target language (used 'to' / 'didn’t use to') appropriately. 4. After the first round, ask the students to switch partners and repeat the activity. 5. Provide support and monitor the pairs, offering assistance as needed.   **Writing Activity:**   1. Distribute plain paper or notebooks to the students. 2. Instruct them to write a short paragraph about their own life in the past, focusing on specific details, activities, and habits. 3. Encourage them to use the target language (used 'to' / 'didn’t use to') in their writing. 4. Remind the students to include an introduction, body, and conclusion in their paragraphs. 5. Allow time for the students to complete their writing and provide assistance and feedback as necessary. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Ask some volunteers to share their favourite memories or interesting facts they learned about their classmates. | | | | | | | | | | | |
| **HOTS** | | | | Evaluation | | | | | **21st CA** | | | Timed Pair Share | | | | | |
| **PERFORMANCE LEVEL** | | | | 5 | | | **CLASSROOM BASED ASSESSMENT (CBA)** | | | | | Homework | | | | | |
| **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: | | | | | | | | | | | | | | | | | |

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| **DAILY LESSON PLAN** | | | | | | | | | | | | | | | | |
|  | **SUBJECT** | | | | | | | | **ENGLISH YEAR 6** | | | | | | | |
| **THEME:** World of Self, Family and Friends  **UNIT:** 2. Life in the past  **SKILL(S) FOCUS:** Writing | | | | | | | | **CLASS:**  **TIME:**  **LESSON:** | | | | **WEEK:**  **DATE**  **DAY:** | | | |
| **CONTENT STANDARD CODE:** | | | | | **LEARNING STANDARD CODE:** | | | | **MORAL VALUES** | | | | **CCE** | | | |
| Main: 4.2  Complementary: 4.3 | | | | | Main: 4.2.3  Complementary: 4.3.1 | | | | 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. Narrate factual and imagined events and experiences. 2. Use capital letters, full stops, commas in lists, question marks,   and speech marks appropriately at discourse level. | | | | | | | | | Pupils can:   1. Work in pairs to make notes about a school trip that they went on. 2. Write a diary entry about a school trip individually. | | | | | | | |
| **LANGUAGE / GRAMMAR FOCUS / VOCABULARY** | | | | | | | | | **TEACHING AIDS** | | | | | | | |
| Informal written language (e.g., Yuck!; Ha! Ha! Ha!) | | | | | | | | | Academy Stars Year 6 Pupil’s Book: Page(s): 28–29  Exercise(s): 4–6 | | | | | | | |
| **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 share their favourite memories from a school trip they have been on. 2. Engage the students in a brief discussion about the importance of capturing memories through writing. 3. Show the students the Academy Stars Year 6 Pupil’s Book, specifically Page 28-29, and explain that they will be writing a diary entry about a school trip. | | | | | | | | | | | |
| **Lesson development:** | | | | | | | | | | | |
| **Team Project Activity - Making Notes:**   1. Divide the students into pairs and provide each pair with a sheet of paper and a pencil. 2. Explain that they will work together to make notes about a school trip they went on. They should write down important details, interesting experiences, and any memorable moments. 3. Encourage the pairs to discuss and collaborate, ensuring that both students contribute to the note-making process. 4. Walk around the classroom, providing guidance and support as needed.   **Writing Activity - Diary Entry:**   1. Instruct the students to use their notes to write an individual diary entry about the school trip. 2. Remind them to use informal written language and include appropriate punctuation such as capital letters, full stops, commas in lists, question marks, and speech marks. 3. Encourage creativity and expression in their writing, allowing them to share their thoughts, emotions, and reflections about the trip. 4. Provide examples of informal language and demonstrate the appropriate use of punctuation. 5. Monitor the students' progress, offering assistance and feedback as necessary. | | | | | | | | | | | |
| **Post-lesson:** | | | | | | | | | | | |
| Assign the students to write a short story using informal written language and appropriate punctuation. The story should revolve around an interesting event or experience from their own lives or from history. | | | | | | | | | | | |
| **HOTS** | | | | Analysis | | | | | **21st CA** | | | Team Project | | | | |
| **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: | | | | | | | | | | | | | | | | |