**Starlight 6th Class: Fortnightly Plans**



*Note: This document suggests two specific learning experiences per strand for each fortnightly plan. However, as the majority of the learning outcomes are covered in every unit, teachers may prefer to select their own learning experiences. In this case, detailed mapping for all learning outcomes for every unit is also available on Folensonline.*

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| **november: Week 11 & 12****Unit: 6****Theme: SPACE AND TECHNOLOGY: LIVING IN THE FUTURE** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Learning Outcomes Covered** | **Learning Outcomes Covered** | **Learning Outcomes Covered** |
| **Elements**Communicating: LO1, LO2, LO3Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO8, LO10, LO11, LO12 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5Exploring and Using: LO6, LO7, LO8, LO9 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | **Writing: Key Learning Experiences** |
| * Actively listen and speak confidently when working collaboratively, especially in partner and small group tasks.

Ensure that each student has a role/involvement in a group talking task, e.g. Pair talking task: Create a Slogan and Group talking task: Persuasive Presentation.Adapt tone of voice, body language and choice of vocabulary when presenting to the class. **(LO3)*** Categorise different modes of transport, along with verbs, adverbs and adjectives used to describe those modes of transport. **(LO8)**
 | * Use knowledge of patterns and sounds to decode words in the persuasive texts (e.g. unsightly, utilises, metropolis). **(LO4)**
* Understand the purpose of persuasive texts (to convince the reader; tries to sell the benefits of the features, etc.)

Identify and discuss the features of a persuasive text, focusing on emotive language, rhetorical questions and formal or ‘official sounding’ language.Understand the difference between fact and opinion in a persuasive text. **(LO7)** | * Create a persuasive text advertising Mars as a great place to live.

Use, analyse and evaluate various persuasive writing strategies, e.g. rhetorical questions, a call to action, etc. **(LO6)*** Examine and critically reflect on their own intent and influence as authors.

Discuss and evaluate others’ interpretation of their persuasive text. **(LO8)** |
| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Argument and debate | n/a | Persuasive | Making connectionsVisualisingInferring | 6a: Adverbs and irregular adverbs6b: Using adverbs | 6a: Persuasive language6b: Fact and opinion | 6a: Planning a persuasive text6b: Writing a persuasive text |
| **Oral Vocabulary** | **Reading vocabulary** |
| Tier 1 examples: pollution, bustling, transport, minimal, professionals, environment, traditional, comfort, residents, luxuriousTier 2 examples: solar energy, visor, pedestrianised, commuting, efficient, synthetic, metropolis, tranquil, amenities, elevate, mass-destructionTier 3 examples: hoverboard, monorail, aerodynamic, carbon dioxide | Text 6a: unsightly, embedded, opacity, eradicate, consume, drudgery, utilises, notifying, drone, eliminating, analyse, virtualText 6b: deteriorate, metropolis, utopia, tethered, typhoons, rogue, tsunamis, intruders, ineligible, divisions, naive, paradise, misdemeanours, hydroponics, molluscs, life expectancy |
| **Content** | **Content** | **Content** |
| Week 1*Lesson 1*Digital poster (Story mode)Digital poster: Talk and discussionPair talking task: Tell me whyPair talking task: Who, what, when, where, why?*Lesson 2* Digital poster (Story mode): RecapDigital poster (Question mode)Group talking task: Create a sloganWeek 2 *Lesson 3*Digital poster (Explore mode): Talk and discussion Pair talking task (Argument and debate): Past and presentGroup talking task: Persuasive presentation*Lesson 4* Digital poster (Let’s Talk! mode): Why the future will be betterWhole-class talking task (Argument and debate): Why the future could be worse | *Starlight 6th Class Combined Reading and Skills Book* Week 1Text 6a: The TekHaus 2050 (pp.66–68)Comprehension questions: Fact finding (p.69)Comprehension questions: Read between the lines (p.69)Vocabulary activities (pp.69–70)Week 2Text 6b: Tyzopia, City of the Future (pp.72–74)Comprehension questions: Fact finding (p.75)Comprehension questions: Read between the lines (p.75)Vocabulary activities (pp.75–76)  | *Starlight 6th Class Combined Reading and Skills Book* Week 1Grammar: Adverbs and irregular adverbs (p.70)Writing skills: Persuasive language (p.71)Writing genre: Planning a persuasive text (p.71)Week 2Grammar: Using adverbs (p.76)Writing skills: Fact and opinion (p.77)Writing genre: Writing a persuasive text (p.77) |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading assessment checklistTeacher-designed tests and tasks Questioning: Use the prompts.Conferencing Teacher observation | Writing assessment checklistSelf-assessment: Children self-assess their persuasive text using smiley faces.Portfolio assessment: Children can add their persuasive text to an assessment portfolio. |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starters and flyers modes in the digital posterBelow-, on- and above-level questions in the digital poster | Challenge questions in combined reading and skills book Early finishers/Alternative questions worksheets | All children carry out the same writing tasks (Starlight 6th Class Combined Reading and Skills Book p.71 and p.77). Writing is differentiated by outcome. |
| **Integration** |
| *SPHE – Media education – How messages are conveyed/Becoming critical and discerning*Both texts offer a good opportunity to explore and understand how information is conveyed in different forms of advertising. Look at other print advertisements together and encourage children to identify where the techniques mentioned in the book are used to sell products. Discuss how children can separate ‘need’ and ‘want’ to avoid falling victim to clever advertising.*SESE – History – Homes*Have the stories about homes of the future tie in with the study of homes of the past. Focus on comparing construction materials, heat, light, environs, etc. Discuss the priorities for the homes of the future: safety/protection from environmental damage, eco-friendliness, technology/time-saving and health. How are these priorities different from – or the same as – homes of today and homes in the past? Children could study homes of a particular period and then write advertisements for homes today which emphasise the differences. (Example: *Not enough hours of sunlight to get everything done? With our incredible electricity-powered light, you can illuminate the darkest evenings. Give yourself the time you deserve*.) This would be a good test of children’s understanding of how homes have changed over time, and how they continue to change |

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| **december: Week 13 & 14****Unit: 7****Theme: FUN AND FANTASY: SUPER POWERS** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Learning Outcomes Covered** | **Learning Outcomes Covered** | **Learning Outcomes Covered** |
| **Elements**Communicating: LO1, LO2, LO3Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO8, LO10, LO11 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5Exploring and Using: LO6, LO7, LO8, LO9 |
| **Oral Language: Key Learning Experiences** | **Reading: Key Learning Experiences** | **Writing: Key Learning Experiences** |
| * Use sentences of varying length, structure and complexity when discussing real and fictional heroes.

Use contrasting connectives when comparing real and fictional heroes, e.g. whereas, however, etc.Construct sentences using a prescribed sentence stem. **(LO4)*** Generate a list of words which end with the suffix ‘ologist’.

Categorise and differentiate between the qualities of both real and fictional heroes. **(LO8)** | * Understand the purpose of narrative (to entertain, rather than inform).

Identify and discuss the features of narrative texts, including the three P’s (Person, Place and Problem), creating atmosphere and fast-paced vs. descriptive passages. **(LO7)*** Read stories with appropriate pace, accuracy and expression. **(LO10)**
 | * Plan, write, edit and redraft an engaging action/adventure story.

Use appropriate language to evaluate and discuss revisions and edits. **(LO7)*** Write legibly and fluently in a chosen script using a personal style.

Present story in a layout and format appropriate for a narrative text. **(LO9)** |
| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Questions and interviews | n/a | Narrative | Making connectionsPredictingInferring | 7a: Adjectives7b: Using a range of adjectives | 7a: Writing action scenes7b: Writing a strong hook | 7a: Planning an action/adventure story7b: Writing an action/adventure story |
| **Oral Vocabulary** | **Reading vocabulary** |
| Tier 1 examples: hero, strong, tough,Tier 2 examples: feat, fictional, traits, superlative, determination, apparatusTier 3 examples: intrepid, endeavour, strive, protrusions, ledges, tenacity | Text 7a: driving, erupted, preceded, tormentors, silhouettes, flanked, loomed, splayed, protruding, lurched, skittered, incliningText 7b: seizures, balaclava, illusion, listless, multitudes, branded, facade, consternation, anonymous, incriminating, adrenaline, coursed |
| **Content** | **Content** | **Content** |
| Week 1*Lesson 1*Introduction: Heroic actsDigital poster (Story mode)Digital poster (Explore mode): Talk and discussionPair talking task: Guess who?*Lesson 2* Digital poster (Story mode): Recap Digital poster (Question mode) Small group talking task: Circle time teasersSmall group talking task: I spy a superlativeWeek 2 *Lesson 3*Digital poster (Explore mode): Talk and discussionPair talking task (Questions and interviews): It’s interview time*Lesson 4* Digital poster (Let’s Talk! mode): Everyday heroes flashcardsSmall group talking task: Cinquain champion | *Starlight 6th Class Combined Reading and Skills Book* Week 1Text 7a: Hinin Boy (pp.78–80)Comprehension questions: Fact finding (p.81)Comprehension questions: Read between the lines (p.81)Vocabulary activities (pp.81–82)Week 2Text 7b: The Teleficator (pp.84–86)Comprehension questions: Fact finding (p.87)Comprehension questions: Read between the lines (p.87)Vocabulary activities (pp.87–88)  | *Starlight 6th Class Combined Reading and Skills Book* Week 1Grammar: Adjectives (p.82)Writing skills: Writing action scenes (p.83)Writing genre: Planning an action/adventure story (p.83)Week 2Grammar: Using a range of adjectives (p.88)Writing skills: Writing and strong hook (p.89)Writing genre: Writing an action/adventure story (p.89) |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading assessment checklistTeacher-designed tests and tasks Questioning: Use the prompts.Conferencing Teacher observation | Writing assessment checklistSelf-assessment: Children self-assess their narrative using smiley faces.Portfolio assessment: Children can add their narrative to an assessment portfolio. |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starters and flyers modes in the digital posterBelow-, on- and above-level questions in the digital poster | Challenge questions in combined reading and skills book Early finishers/Alternative questions worksheets | All children carry out the same writing tasks (Starlight 6th Class Combined Reading and Skills Book p.83 and p.89). Writing is differentiated by outcome. |
| **Integration** |
| *SPHE – Myself and my family*These two stories offer very different pictures of family. Cormac is taken from his family and placed in a hostile environment, but he remains loyal to their memory. Sinéad has a close family and feels a sense of responsibility to get her Nan’s ring returned and to keep her mother from being so upset. Explore what responsibilities children feel to and from their family members. Children could write a short personal essay with the title: *What is Loyalty?**Literacy*You could continue reading *The Black Lotus* as a class novel, or read other stories featuring characters with super powers or secret missions (e.g. the *Percy Jackson* or *Alex Rider* series). |