

CHINESE

Lesson Plan

NI HAO

Activity

1



View clip 3 of Martin Luther King speech

- ▶ Begin by using the Cryptogram. The pupils need to **think, pair and share** their ideas.
- ▶ Children watch a short presentation (provided) about Martin Luther King, making notes as they listen.
- ▶ Children to write down questions they want to ask and research later about Martin Luther King.



Useful site

youtu.be/3vDWWy4CMhE



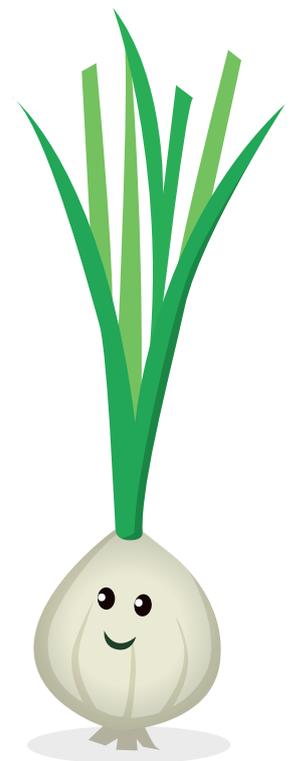
Learning objective

- To take notes



Resources needed

- Martin Luther King speech (R25)
- Cryptogram starter provided (R26)
- Notes page provided (R27)
- Martin Luther King word mat provided (R28)
- The Life of Martin Luther King PowerPoint provided (R29)





Skills

English Programme of Study

Year 3

Listen carefully and make connections between what they are learning and what they already know

- Note down ideas to use in writing
- Check understanding by asking relevant questions or making relevant comments

Year 4

Listen carefully to presentations and show understanding of main points

- Gather ideas to plan writing
- After listening, respond, giving views on what the speaker has said

Year 5

Listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising

- Use techniques in planning writing, e.g. mindmapping, sequencing, placemat activities
- Listen to others, asking questions and responding to both the content and the speakers' viewpoints

Year 6

Listen carefully to presentations and show understanding of the speakers' conclusions or opinions

- Use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts
- Respond to others with questions and comments which focus on reasons.

Levels/Differentiation - Oracy

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.

Activity

2

Pupils read Martin Luther King's speech as a class and then using talking partners ask the pupils:

How did it make you feel?
Why is the speech important?



Thinking Hats

Pupils use De Bono Thinking Hats to read Martin Luther King's 'I have a Dream' speech. The pupils use each hat to answer questions about his speech e.g. The White Hat is about facts – summarise 4 points that Martin hoped would change.



Ask pupils to read through each other's work and peer assess.

Extension Task

Ask the pupils to use their notes and 'Thinking Hats' activity to write up their thoughts in an essay format using the following question.

'As a reader, how did Martin Luther King's speech make you feel?'



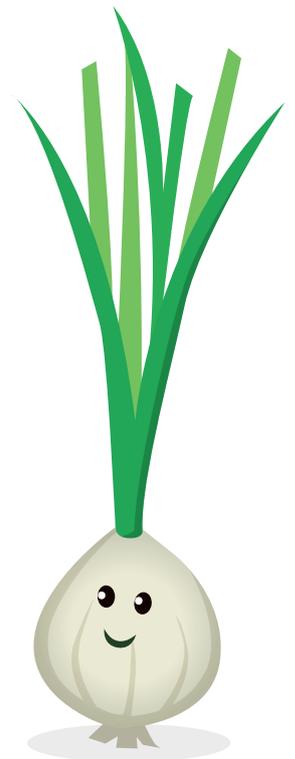
Learning objective

- To use the thinking hats to answer questions



Resources needed

- Martin Luther King speech provided (R25)
- Thinking Hats task provided (R30)
- Thinking Hats PowerPoint provided (R31)
- Peer Assess Sheet provided (R32)





Skills

English Programme of Study

Year 3

Express basic opinions about topics and written texts
Deduce ideas and information by linking explicit statements
Use vocabulary related to the topic or subject context

Year 4

Express opinions about topics and written texts
Deduce connections between information
Use subject-specific vocabulary independently

Year 5

Express opinions about topics and written texts and include some supporting reasons
Infer meaning which is not explicitly stated
Use appropriate vocabulary, including subject-specific words and phrases

Year 6

Express opinions clearly about topics and written texts and include supporting reasons
Infer ideas which are not explicitly stated,
Use varied and appropriate vocabulary, including subject-specific words and phrases

Levels/Differentiation - Writing

Level 3

- Pupils' writing is often organised, imaginative and clear.
- The main features of different forms of writing are used appropriately, beginning to be adapted to different readers.
- Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest.
- The basic grammatical structure of sentences is usually correct.
- Spelling is usually accurate, including that of common, polysyllabic words.
- Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately.
- Handwriting is legible and work is appropriately presented.

Level 4

- Pupils' writing in a range of forms is lively.
- Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader.
- Opinions are stated and supported with some reasons given.
- Vocabulary choices are often adventurous and words are sometimes used for effect.
- Pupils are beginning to extend meaning and use different sentence structures.
- They organise their writing into paragraphs.
- Spelling conforms to regular patterns and is generally accurate.
- Full stops, capital letters and question marks are used accurately and pupils are beginning to use punctuation within the sentence, including inverted commas for speech.
- Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.

Level 5

- Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.
- They express opinions, supported by reasons.
- Vocabulary choices are imaginative and words are often used precisely.
- Simple and complex sentences are organised into paragraphs.
- Words with complex regular patterns are usually spelled correctly.
- A range of punctuation is generally used accurately.
- Work is legible and well presented.

Activity

3

Choose a Chinese recipe. Can you compare the price of buying the ingredients from 2 different supermarkets?



Select a recipe from the Chinese New Year recipe book



Make a list of ingredients needed for your selected recipe



Go onto at least 2 supermarket websites to find out the total cost and compare the prices



Where is the cheapest place to buy the ingredients? How much of a saving can you make? Is there anywhere else where you can save even more money?



Learning objective

- To find information and make comparisons



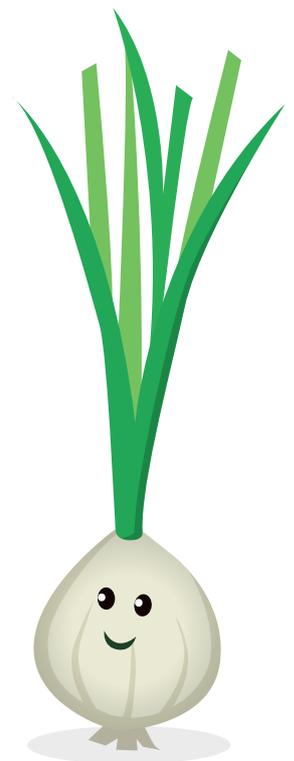
DVD Link

- View clip 3



Resources needed

- Internet
- Chinese recipe book provided (R33)





Skills

Year 3

Use different combinations of money to pay for items up to £2 and calculate the change

- Order and compare items up to £10
- Record money spent and saved

Year 4

Add and subtract totals less than £10 using correct notation, e.g. £6.85 – £2.76

Manage money, compare costs from different retailers and determine what can be bought within a given budget

Year 5

Plan and track money and savings by keeping accurate records

Year 6

Make comparisons between prices and understand which is best value for money

Levels/Differentiation - Maths

Level 3

- They use decimal notation in recording money. In discussion, they show understanding of the main points.

Level 4

- They add and subtract decimals to two places.

Activity

4

Can you cook spring rolls?

Follow the recipe cards to make spring rolls.
Consider – if you want to change to vegetable rolls and not use meat?



Learning objective

- To read and show understanding



Resources needed

- Spring roll recipe provided (R34)

Activity

5

Instructional writing:

Write your own set of instructions detailing how to make spring rolls to take home to share with parents.

Create own success criteria or use the checklist provided.



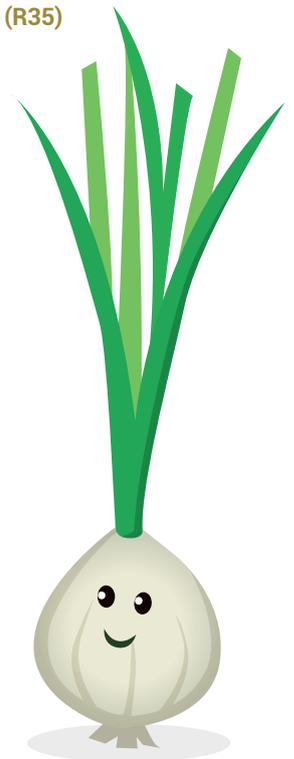
Learning objective

- To write instructions



Resources needed

- Instruction check list provided (R35)





Skills

Activity 4

Year 3, 4, 5 & 6

Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context

Activity 5

Year 3

Write for different purposes and readers choosing words for variety and interest

Year 4

Adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language

Year 5

Write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices

Year 6

Adapt writing style to suit the reader and purpose, e.g. formal style for unknown reader, simple style for younger readers

Levels/Differentiation

Activity 4 - Reading

Level 3

- In responding to literary and non-literary texts they show understanding of the main points

Activity 5 - Writing

Level 3

- The main features of different forms of writing are used appropriately, beginning to be adapted to different readers.

Level 4

- Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader.

Level 5

- Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.



Activity

6

? Big Question!

How can we achieve a non-racist world?

? Big Question!

Can we ever achieve a completely peaceful world where everyone is fully integrated? Is it worth trying?

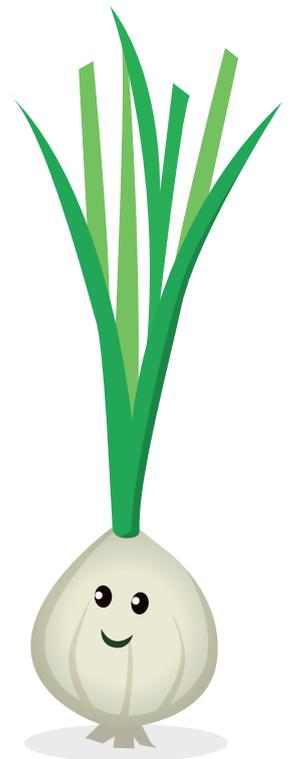
? Big Question!

Is 'All different, all equal' achievable or are there too many barriers to overcome?



Learning objective

- To give opinions supported by reasons





Skills

Year 3

Written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story

use talk purposefully to complete a task in a group.

Year 4

Express opinions about topics and written texts, e.g. topics that affect their school, what they think about the ending of a story

Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.

Year 5

Express opinions about topics and written texts and include some supporting reasons

Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

Year 6

Express opinions clearly about topics and written texts and include supporting reasons

Follow up points in group discussions, showing agreement or disagreement giving reasons.

Levels/Differentiation - Oracy

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- They can suggest changes in vocabulary and style which would improve talk.
- They use appropriately some of the features of Standard English vocabulary and grammar.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
- They are able to evaluate talk and understand how

Activity

7

Can you retell the Chinese New Year story?



Ask children to read the Chinese New Year story. Using the masks to retell and record on ipad or by using Puppet Pals to record you retelling the story.

Skills: Creating and presenting information and ideas



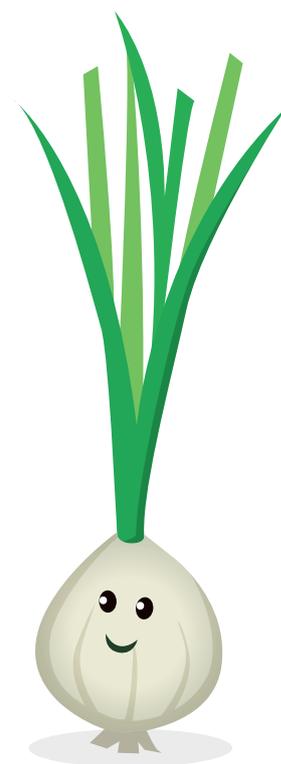
Learning objective

- To read and retell information



Resources needed

- Chinese New Year Story PowerPoint provided (R36)
- Masks provided (R37)
- ipad and Puppet Pals







Quick & Fun Activity

8

Find out what Chinese zodiac sign you are. Do you think you have the same characteristics?



Learning objective

- To research and reflect



Resources needed

- Zodiac wheel provided (R38)

Quick & Fun Activity

9

Use the Chinese numbers to create sums for your friend.



Learning objective

- To create a worksheet



Resources needed

- Chinese number flashcards and number lines provided (R39)

Quick & Fun Activity

10

Read the information about Chinese New Year then complete the comprehension.

Interactive extension



Useful site

www.topmarks.co.uk/chinesenewyear/chinesenewyear.aspx



Learning objective

- To read to develop knowledge and show understanding



Resources needed

- Comprehension activity provided (R40)

