

Curriculum Framework Overview

Understanding and using this framework

Curriculum focus for lessons on this day

Day and lesson numbers

Week One: Introduction and Orientation

Day 1 Introduction and Orientation

Objective: To introduce students to school

Register

- ◆ informal oral
- ◆ formal oral

Multimodality

- verbal communication
- graphic organisers - map, plan

Aims and Objectives		Suggested Activities
1.1	<ul style="list-style-type: none"> ■ To introduce Ss to one another and to class buddies and the buddy system. 	Buddies assigned to new arrivals join this first class for new Ss where possible. T sets up activities to encourage buddies and Ss to work together. T models simple 'introduction dialogues' (formal and informal) to the class. Ss and buddies practise introducing themselves to one another and then to another pair using the models. Ss play a circle game to learn everyone's names in the class. Buddies support Ss in recording information about their classmates on a chart e.g. <i>name, language spoken, country of origin, city, interests.</i>
1.2	<ul style="list-style-type: none"> ■ To introduce Ss to key staff so that they can learn their names, locations and roles in the school. ■ To practise ways of approaching key staff for help. 	T introduces Ss to the key staff in school they will have contact with and those who will be available to provide support. Ss play a game, matching photographs of staff to name labels, role cards and room locations. Ss describe staff in sentences using present simple tense. T introduces some past tense examples for Ss who may already have had some experience of schooling e.g. <i>"When I was at school, we had a Science lab, a Maths room."</i> T models asking for help using polite forms. Ss practise together with opportunities for self and peer assessment.
1.3	<ul style="list-style-type: none"> ■ To introduce and assess basic map reading and labelling skills. ■ To begin to describe where something is and to give simple instructions about how to get there. ■ To practise ordering numerically. 	T introduces plan of school with vocabulary for giving directions and names of classrooms and areas e.g. <i>Library, Science laboratory, Drama studio, Art room, ICT suite, Reception area, Assembly hall, gym.</i> Ss go on a tour of the school. Ss label key areas of the school and room numbers on their maps. They track the route they take around the school on a simple map.
1.4	<ul style="list-style-type: none"> ■ To introduce Ss to ICT equipment and vocabulary. ■ To introduce and develop mouse skills and keyboard skills and computer set-up. 	Ss are given a demonstration about how to start up, log in, and shut down a computer. Ss practise with a partner, using their personal log-in details. Ss are given a diagram with pictures of the parts of a computer, and labels underneath. Ss number the parts of the computer on the diagram e.g. <i>1,2,3,4</i> to show the steps they would take to start it up.
1.5	<ul style="list-style-type: none"> ■ To practise drawing a floor plan of the classroom using ICT drawing tools. ■ To learn how to use ICT drawing tools. 	T introduces ICT drawing tools. Ss practise drawing a floor plan of the classroom, including a seating plan where appropriate. Ss learn how to use a range of drawing tools to create the most accurate floor plan for the room.

Lesson aims and objectives

Curriculum Framework Overview

Explicit language and literacy concerns which inform learning outcomes and underpin each curriculum focus area and activity. These are central to students successfully accessing school literacies. Refer to pages 4 and 5 for further explanation

Week One: Introduction and Orientation

Knowledge and Resources

- ▲ school system and organisation
- ▲ roles and responsibilities in school

T=Teacher Ss=Students

Language and Language Use	Genre	
Vocabulary <ul style="list-style-type: none"> ■ numbers (age, year group) ■ names, countries, languages spoken ■ "What is your name? What language do you speak? Which country do you come from?" ■ "My name is __. I speak__(language). I like__. I don't like__. I come from__(country/town)." ■ "This is my friend__, S/he comes from__, S/he speaks__. S/he likes/does not like__." 	Language Functions <ul style="list-style-type: none"> ● describing ● explaining ● questioning Text Types <ul style="list-style-type: none"> ● description 	LESSON 1
Vocabulary <ul style="list-style-type: none"> ■ names and roles of key staff e.g. form tutor, headteacher, heads of year, reception staff, school keeper, nurse, administrative staff ■ room numbers ■ "Where does x work..? Who works in..? What does x do in the school..? Who is..?" ■ "This is _____(name). S/he is _____(role). S/he works in _____(room/number)." ■ "Excuse me Sir/Miss__. I am lost. Can you tell/show me where__." 	Language Functions <ul style="list-style-type: none"> ● describing ● explaining ● suggesting ● questioning ● requesting advice Text Types <ul style="list-style-type: none"> ● labels - description ● questions 	LESSON 2
Vocabulary TIP: Pre-plan and select (or limit) the number of prepositions <ul style="list-style-type: none"> ■ giving and following directions: e.g. "Go right__, left__, straight on__, up to the__ floor. Take the lift__" ■ prepositions: e.g. to, at, up, down, next to ■ names/numbers of classrooms and key areas in the school shown in the tour 	Language Functions <ul style="list-style-type: none"> ● questioning ● ordering spatially/numerically Text Types <ul style="list-style-type: none"> ● directions 	LESSON 3
Vocabulary TIP: Make Ss aware of which items are nouns and which are verbs <ul style="list-style-type: none"> ■ mouse, keyboard ■ log-in, word, document ■ enter, save, cut, paste ■ map, labels, pictures 	Language Functions <ul style="list-style-type: none"> ● noting a process Text Types <ul style="list-style-type: none"> ● labels - description 	LESSON 4
Vocabulary <ul style="list-style-type: none"> ■ singular and plurals - desk/s, table/s, chair/s, book/s, dictionary/ies, computer/s ■ measure, estimate, plan ■ drawing tools: e.g. straight lines, rulers, tracing 	Language Functions <ul style="list-style-type: none"> ● measuring ● estimating 	LESSON 5

Suggested activities for achieving the lesson aims and objectives, also provide opportunities for teachers to gather information about students' language and language use, curricular knowledge, understanding and skills