**Key Stage 2 scheme of work for Turkish based on the learning objectives of the KS2 Framework for Languages**

Medium Term Planning of Turkish units 13–18

**YEAR 5- Emphasis on Speaking, Listening, Reading and Writing**

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| **Unit 13 –** **Proje: Okulum (Project :My school)**  **Framework objectives Oracy 5.1, Oracy 5.2, Oracy 5.3, Oracy 5.4, Literacy 5.1, Literacy 5.2, Literacy 5.3, Knowledge about Language, Intercultural Understanding 5.1, Intercultural Understanding 5.2, Intercultural Understanding 5.3, Language Learning Strategies** | | | | |
| Topic/theme Functions/notions Grammar Core Language Phonic focus | | | | |
| Revision of work covered in years 3 and 4  Link to a school in Turkey. Send and receive information related to cultures and schools  Telling the time | Writing a letter to a Turkish friend about hobbies, food etc.  Producing a booklet about  education system in England.(Everyday school routines, about people in school, places around the school, school subjects)  Receive information from the link school in Turkey | Adjectives: the grammatical way to produce adjectives from nouns (-lı/-sız suffixes)    Verbs go with specific case endings  Present Tense (revision)  Formal and informal letter–form of address | Saat kaç?(what time is it?)Saat bir(one o’clock)  Sabah(morning), Öğlen(noon), öğleden sonra(afternoon), akşam(evening), gece yarısı(midnight)  Spordan hoşlanıyorum.(I like sport)  Spor yapıyorum( I do sport)  Fiiler(Verbs) (daily routine)  Spor yapmak,(to do sport)yemek yemek,(to eat) ders çalışmak,(to study) müzik dinlemek,(to listen) kitap okumak,(to read a book) televizyon seyretmek,(to watch TV) oyun oynamak, (to play)  “*Sabah 9’da spor yapıyorum”*  (I do sport at 9:00 am) “Öğlen 12:30’da yemek yiyorum”  (I eat my lunch at 12:30 pm) ”Akşam 6’da ders çalışıyorum.”( I study at 6 pm.)  *Paydos!* (It’s over!)  ***Places in school:***  Burası (here is …) sınıf/koridor/bahçe/oyun alanı/yemekhane/spor salonu/toplantı salonu/tuvalet/ kütüphane/giriş/mutfak/otopark  (the classroom/corridor/playground/playing field dining hall /sports hall /assembly hall/ toilet/library/entrance/kitchen/car park)  ***People in school:***  müdür/müdür yardımcısı/yemek görevlisi/sektreter/öğretmen/öğretmen yardımcısı/hemşire (head teacher/deputy head/dinner lady/ secretary teacher/teaching assistant.)  ***school subjects*:** Matematik, İngilizce, Türkçe, Coğrafya, Fen, Tarih, Beden Eğitimi, Resim, Müzik, Din Bilgisi (Maths /English/ Turkish/ Geography/ Science/ History/P.E/Arts/Music/RE)  Tat(taste) (noun) (tat-lı/tat-sız)(tasty/distasteful)(adj) Yemek (food)  Sayın Bay… (surname)(formal)(Mr….)  Merhaba/Sevgili …. (name) (informal)(Hi/Dear...)  Saygılarımla (formal)With regards, Sevgilerimle (informal) With love | -lı/-lu/-li/-lü  -sız/-suz/-siz/-süz  -dan/-den/-tan/-ten  -u/-ü/-ı/-i |
| **Activity ideas:**  Ask children the question *Saat kaç? (What time is it?)* to see if they can remember the numbers (1-24). Teach telling times on the hour with a large clock face. (24 hour clock base)(saat bir, bir buçuk-one o’clock/half past one)• Introduce the words sabah (morning)… *gece yarısı* (midnight). Ask children to suggest strategies for remembering these. •Model the time on the half-hour. Children repeat in chorus and individually, eg *Saat beş buçuk* (It is half past five). \*Play Time Bingo. Using mini-whiteboards, ask children to write down in digital form three times on the half-hour between 9 and 15.30. Call out some times and the first child to have all three of theirs called out stands up and says *Paydos!* (It’s over!) Remind children present continuous tense and give them the verbs (daily routine) Remind children of the locative case ending “-de/-da/-te/-ta (in/on/at)•Display some sentence samples on the board in written form “*Sabah 9’da spor yapıyorum”* (I do sport at 9 o’clock am)“Öğlen 12:30’da yemek yiyorum”(I eat my lunch at 12:30 pm )”Akşam 6’da ders çalışıyorum.”(I study at 6 pm.) Ask children to read the sentences aloud. Ask children for suggestions of other sentences. Write them down on the board. •In pairs, children prepare their daily routine chart at school. •Give them the times of the school day in Turkey and compare with the English school day. \*Display photographs of some places in the school, explaining what each one is. Start with a place, eg *Burası sınıf* (Here is the classroom) Then introduce some more places. Koridor/bahçe/yemekhane/spor salonu/toplantı salonu/tuvalet/ kütüphane/giriş/mutfak/otopark (the classroom/corridor/playground/dining hall/sports hall/ assembly hall/toilet/library/entrance/ kitchen/ car park) \*Then turn the photographs over. Alternatively, use images on the interactive whiteboard and then conceal them. •Explain to children that they are going to do a five-minute challenge. Write the names of the places on the board and ask children to work with a talk partner to decide who they see in each place. After they have finished, ask them to write the words in Turkish on the board.(müdür/müdür yardımcısı/yemek görevlisi/sektreter/öğretmen/öğretmen yardımcısı/hemşire) Children could use a dictionary to find more words. They can also try to pronounce the words correctly. Encourage them to use Turkish in their discussions•Children play Pelmanism in pairs with double sets of small-sized photographs of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, for example, *Girişi arıyorum* (I’m looking for the entrance). The second player turns over a photo and says Giriş burada*(here is the entrance)*. If the photos match, the second player keeps the pair, otherwise they are placed back on the table face down . The winner is the player with the most matching pairs.Extension: Children use a dictionary to find names of other places around the school to put in a word bank. Remind them to use their knowledge of phoneme–grapheme correspondence to help them to pronounce the new words. Demonstrate how you can add accusative and ablative endings to the nouns. (giriş- girişi/enterance-the entrance)(girişten/from entrance) Do the same with some other nouns. Ask children to make up a rule to explain these.•Show children a variety of photos from a Turkish(or Turkish-speaking) school and education system in Turkey and discuss some of the differences and similarities between these •Explain to children that they are going to produce a booklet about the education system in England and send this to a link school in Turkey.Ask them to prepare the booklet with some photos e.g.places in school, people in school and also photos that show everyday school routines with some info about school subjects.• Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of these lessons. They can use real or imaginary times. After giving children time to work on this, invite pairs of children to demonstrate their booklets. Vote to choose the one that the class sends to the link school.•As a class, create a short written description of the school, eg. Okulumuzda bir oyun alanı ve bir bahçe var. Bir toplantı salonu ve bir kütüphane var. (Our school has a playing field and a playground. There is also a hall and a library.) Add captions for photos of these places. This work can then be used to create a bilingual display for the school entrance.•Extension:This work is used not only sending to a partner school but also the school could give it to any new arrivals at the school who are from Turkish-speaking countries. \*On the interactive whiteboard, display a series of photographs of children (children in the class, if possible) doing a variety of activities. Underneath each picture, write – with the help of the children –like/dislike sentences. •Show children a series of pictures, symbols or photographs representing the hobbies, food, sports etc. on the board, where each picture is lettered. \*Ask children to choose 3 of them and write like/dislike sentences on their mini-whiteboards and ask them to read out eg Ben spordan hoşlanıyorum. / Ben müzikten hoşlanmıyorum. (I like sport/I don’t like music.) Ben elma seviyorum/Ben muz sevmiyorum (I like apples. / I don’t like bananas.)\*As a class write a letter to a Turkish friend about likes/dislike hobbies, foods, sports. Give a letter template to the class. Teach formal and informal letter writing to the class. -Sayın Bay… (surname)(formal)(Mr….) Merhaba/Sevgili …. (name) (informal)(Hi/Dear...) Saygılarımla (formal)With regardsSevgilerimle (informal) With love  **Resources:**  •Large clock face\* Using photocopies or the interactive whiteboard•Mini-whiteboards•Large-sized photographs of places in the school•Double sets of small-sized photos of places in the school for a matching game•Dictionaries•Word cards of places in the school• Photographs of places in a Turkish school•Example of a Turkish school timetable•Flashcards and mini-flashcards with symbols of school subjects•Pictures, photos or symbols showing breaktime activities•Letter template• Sugar papers for booklet•Internet accsess for extra photos  **Cross curriculum link:**  **Primary framework for literacy**: use varied structures to shape and organise text coherently **Primary framework for mathematics:** use vocabulary related to time; read the time (year 2); read time using 24-hour clock notation (year 5)  **Assessment ideas:** traffic lights – self evaluation-voting fort he best one  **Learning outcomes:**  **Most children will:** Primary framework for literacy: ask and answer questions, write with consistency using the correct formation of handwriting joins, use ICT programs to present text effectively, draw on knowledge of word structure and spelling patterns, use knowledge of morphology and etymology  **Some children will not have made so much progress and will:** understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour  **Some children will have progressed further and will:** use a range of verbs confidently in the present continuous tense; give information using 24-hour clock notation | | | | |