6

Macmillan English

Project activity sheet 3

Units 13–18

Project: School timeline

Learning outcomes

By the end of the project, children will have:

- practised language from Units 13–18 through a group project
- developed their understanding of chronology and their ability to reflect
- practised their art and literacy skills
- written real and fictional accounts of their time at primary school
- produced a timeline with labels and illustrations
- presented their timeline to the class
- read other groups' timelines
- played a guessing game

CLIL focus

Maths: chronology and sequencing
Personal development: reflection
Art: drawing and making timelines
Literacy: personal accounts

Skills focus

Listening: instructions, ideas, descriptions of events
Speaking: asking and answering questions, discussing ideas, negotiating, presenting
Writing: describing real and fictional events
Reading: labels and timelines

Language focus

Vocabulary

School: *class, exam, headteacher, homework, lesson, library, playtime, primary school, prize, pupil, rules, secondary school, student, study, test*
School subjects: *art, craft, English, geography, history, maths, music, science, sport*
Time: *date, year*

Grammar

John said he had started school in 2008.
Mrs C thought we were the most hard-working class.
She said we had worked hard.
Mr D said that I had won the history prize.
Our teacher told us to bring something interesting to show.

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Teaching notes

Lesson plan

Class warm-up

1. Now that children have almost finished at their primary school, ask them: *What is the best thing that has happened to you at school? The worst thing?* Write some of the answers on the board in note form.
2. Tell the children that they are going to make a timeline of things that have happened to them at school. On the board, draw a line divided equally into six sections, one for each year of primary school. With their help, write in the years that they have been at the school.

Materials

For each group: one large sheet of paper or card; scrap paper for taking notes and planning; pencils and pens; colouring pencils; a ruler or tape measure

Group work

1. Divide the class into groups of five children. They interview each other about things that have happened to them at school, and make notes. Monitor, help them if they cannot remember when different events happened. They each suggest two events to add to the timeline (so there are ten in total).
2. Tell them they are going to add one fictional event. It could be something funny. They must keep it a secret from the other groups.
3. Children draw a timeline on the large sheet of paper or card. They write the dates along it equally using a ruler or tape measure. Then they write their eleven events on the timeline next to the correct dates, and add a drawing.
4. Each group presents their timeline to the class, taking it in turns to read out the events in order. They must read the fictional event in the same tone of voice as the other events.
5. Ask: *Can you guess which event is the fictional one?* When they suggest which one they think it is, ask: *Why do you think that?* After several children have guessed, ask the group to say whether they are right.

Follow-up

Children research the history of their school, and make one timeline to display in the entrance hall of the school, with important events in the history of the school marked on it. They should make it large enough so that children in other classes can add events if they wish.

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