

Places and Directions - Year 3 – Scheme of Work

This scheme of work is designed on the structure that teachers should follow when planning English lessons. It starts with the receptive skills of listening and reading and gradually eases the learners into the productive skills of speaking and writing. The Literature lesson, meant to instil and foster a love of literature in learners, may be used on any day during the week. This scheme is planned over a period of five days, but teachers are free to add more lessons as they deem necessary in order to address the needs and interests of their learners. Lessons are naturally pegged to a Year 3 Learning Outcome, and as is normally the case, more than one LO can feature in a lesson. Although each lesson focuses on a separate skill, an integrated-skills approach is used across the lessons to provide a meaningful and motivating context. Grammar is embedded in each lesson and teachers can note that language structures, function and vocabulary are generally constant throughout the five lessons to ensure continuity and serve as a scaffold for learners when they are doing their speaking and writing tasks. Each lesson is accompanied by a PowerPoint presentation and supporting material such as worksheets, Word Mats and Writing Frames. At the end of the document, you can also find links to additional material you might want to utilise.

Year 3		Topic: Places and Directions			Week:
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
LISTENING	LS 5.2 I can understand audio-visual texts across a range of genres, identifying the main idea and specific information	<p>Questions throughout lesson.</p> <p>Worksheet with tasks</p> <p>Contributions throughout the lesson</p>	<p>Pre-task: Have learners write down all the places in town they know about. They can write them down on their mini whiteboard in the form of a list or a web. Discuss responses and elicit what each place is and why it is important to the community. Write these down for everyone to see.</p> <p>Main task: <i>Introduce the text:</i> Explain that they will be listening to a poem in which a girl is giving us directions. Share Learning Intention and Success Criteria.</p> <p><i>Pre-teach vocabulary:</i> Show words on screen and have learners attempt to read them. <i>What strategies can we use?</i> Elicit chunking, saying the initial sound, looking for smaller words in the big word, etc. Have learners predict where the directions in the poem will lead to (show picture prompt).</p> <p>1st Listening: Listen carefully to the places mentioned. 2nd Listening: Listen to the directions at each place. 3rd Listening: Listen to the rhyming words.</p> <p>Post-Task: As a follow up task, encourage learners to draw a simple town map. They need to make sure to put the important places in their town (they can refer to the list created at the beginning of this lesson). They can write down street names. Have them post the map on Padlet. As an extension, they can practise giving directions from their house to a place of their choice by using their maps.</p>	<p>Link for poem: https://learnenglishkids.britishcouncil.org/poems/the-way-the-park</p> <p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet Lesson 1</p> <p>Padlet for Post-Task (teacher-created)</p>	<p>Language Structure: Turn left... Go along... You'll see...</p> <p>Vocabulary: turn right, turn left, go along, go over, go round, cross the road, go past</p> <p>Language Function: to give directions</p>

<p style="text-align: center; font-weight: bold;">READING</p>	<p>R 5.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>R 5.7 I can make informed assumptions about a text or long work from its title and introductory material</p>	<p>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p>Pre-task: Remind learners of the Listening lesson. Ask: <i>Do you remember what we listened to in our first lesson?</i> Elicit: poem with directions. Ask: <i>What was the main idea of the poem?</i> Elicit 'to give directions to the park'. Discuss some language of direction the children remember from the last lesson.</p> <p>Explain Learning Intention and Success Criteria: Learners will read a website article about and understand its language features. Have learners think about what an e-zine is. Elicit that it is an electronic magazine and discuss how it is similar and different to a normal magazine. Elicit features: website address, links, icons, menu bar, tabs, etc...</p> <p>Main task: <i>Introducing the Text:</i> Encourage learners to look at the photo of London and guess which famous city this is. Explain that the website article is about some interesting places in London. Have children ever visited this city? Which major attractions did they see?</p> <p><i>Pre-teach vocabulary:</i> Go through the vocabulary together and encourage learners to attempt reading them using different strategies, e.g.: chunking, stretching the words, etc.</p> <p><i>Pre-Reading:</i> Show key questions. <i>What is this text? Why did the authors write this website article? Who is most likely to read this article?</i></p> <p><i>During Reading:</i> Read the article aloud and have learners follow along. Next, have learners read the text silently. Review some strategies when reading unfamiliar words and encourage learners to self-check for meaning while they are reading.</p> <p><i>After Reading:</i> Discuss key questions and have learners refer to the text to support their answers.</p> <p>Post-task: Learners do tasks on Worksheet.</p> <p>Extension Idea: Have learners choose a famous city and research some interesting attractions in this city. They can share their work on Padlet or talk about it on FlipGrid.</p>	<p>Worksheet for Lesson 2 with Reading Text and questions</p> <p>PowerPoint Lesson 2 Reading an Advert</p> <p>Padlet (teacher-created) for Extension Idea</p>	<p>Language Structure: The Simple Present and Past Tense This is... It is... There are...</p> <p>Vocabulary: museum, globe, postcard, theatre, restaurant, airport.</p> <p>Language Function: To inform</p>
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LITERATURE	<p>LIT 5.2 I can read and understand literary texts, including poetry, prose and drama, and listen to literary texts being performed or read aloud.</p> <p>LIT 5.3 I can respond to simple poems, stories, and plays by speaking and writing briefly about how I feel about the literary texts and about the events and characters in these texts.</p>	<p>Questions throughout lesson.</p>	<p>Pre-task: Explain that we will be reading and responding to a poem called <i>The Town Child</i>. Share Learning Intention and Success criteria.</p> <p>Show photo of busy town scene and elicit vocabulary. Next, show phot of countryside scene and elicit vocab. Have learners compare the two photos and decide where they'd rather live and why (Think, Pair, Share).</p> <p>Go through vocabulary together. Discuss strategies that can be used.</p> <p>Main task: Explain Visualisation strategy and give an example. Show poem and discuss features: title, name of poet, stanzas, verses and rhyming words.</p> <p><i>During Reading:</i> Read the poem aloud and have learners elicit the main idea of the poem. What is the poet's message? Next have the learners visualise how the town looks and have underline the words that help them to create a mental image. Go through key questions and discuss answers by referring to the poem. Explain that learners will be reading the poem aloud. Go through success criteria for reading a poem aloud together. Allow some time for learners to practise this in pairs and feed back to the class.</p> <p>Post-task: Learners use visualisation strategy and work task on the worksheet. More able learners may be encouraged to read the poem 'The Country Child' also by the same author and compare the two.</p>	<p><i>Worksheet with text and questions.</i></p> <p>PowerPoint presentation: Lesson 3 Literature</p> <p>Link for Post-Task https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Rhyming_words_the_town_child_and_the_country_child_ax1077740oy</p> <p>:</p>	<p>Language Structure: The present tense:</p> <ul style="list-style-type: none"> - There is - It is - I wish <p>Vocabulary: meadow, crowded, trams</p> <p>Language Function: to entertain and describe</p>
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SPEAKING	<p>LS 5.15 I can convey a message accurately and clearly</p>	<p>Questions throughout lesson.</p> <p>Oral contributions by learners</p>	<p>Pre-task: Share Learning Intention and success criteria. In this lesson learners will be working on describing different vehicles. Go through the vocabulary of direction from the first lesson.</p> <p>Main Task: Activity 1: Show the map. Learners may refer to the map on the worksheet for ease of reference. Elicit some information shown on the map: names of streets, name of river and places in town. Explain that they should position themselves on the red dot at the bottom centre of the map. Read out the direction and have learners follow it to arrive to the correct destination. Check as a whole class. Repeat with some more examples.</p> <p>Activity 2: Go through the exchange on Slide 21. Explain that this the polite way to ask for directions. Pair students up and have them ask for and give directions to each other by using the map.</p> <p>Post-task: Have learners think about the situations in which someone has to ask for directions. When do we need to ask for directions? Feed back to the class and write down ideas on the whiteboard.</p>	<p><i>PowerPoint</i> <i>Lesson 4 Speaking</i></p>	<p>Language Structure: Go along... Keep walking... Take the first turning...</p> <p>Vocabulary: Turn left, turn right, go along, go over, go round, cross the road, go past, first turning left/ second turning right</p> <p>Language Function: To give directions</p>
WRITING	<p>W 5.9 I can write a paragraph appropriately for and audience and with a purpose.</p> <p>W5.14 I can use resources to help me plan my written work and present it accurately.</p>	<p>Questions throughout lesson.</p> <p>Contributions by learners</p>	<p>Pre-task: Set the context for the writing: <i>You work as a receptionist at The Bridge Hotel in London. A tourist staying at the hotel has asked you to write down the directions for some popular London sights he would like to visit. Write short messages with directions.</i> Encourage learners to identify GAP (genre, audience and purpose). Explain that this is a short writing task and share Learning Intention and Success Criteria.</p> <p>Main task: Show the map of London and go through it. Elicit names of streets, and places shown. Go through vocabulary to give directions.</p> <p>Read aloud the list of places the tourist would like to visit. Start working on the first direction. Have learners work on giving the direction by following the map in pairs. Do a shared write: elicit responses from learners and write the directions step by step on the board. Read through it, checking that it makes sense and it's written correctly. Cross-check with the Success Criteria for writing directions. Model some more examples (follow PowerPoint) and have learners write the last direction on their mini whiteboard.</p> <p>Post-task: Have learners write down their own messages with directions on the worksheet provided.</p>	<p>PowerPoint Lesson 5 Writing</p> <p>Worksheet: Giving Directions</p> <p>Worksheet: Lesson 5 Writing Directions</p>	<p>Language Structure: Go along... Keep walking... Take the first turning...</p> <p>Vocabulary: Turn left, turn right, go along, go over, go round, cross the road, go past, first turning left/ second turning right</p> <p>Language Function: to give directions</p>

Further links and materials for the topic **Places and Directions**.

<p>Learning Apps</p> <p>https://learningapps.org/8977393: Matching directions to pictures</p> <p>https://learningapps.org/2726453: Matching vocabulary to pictures</p> <p>https://learningapps.org/16392977: Finding places on a map</p> <p>https://learningapps.org/6834116: Listen and find the place on the map.</p> <p>https://learningapps.org/11397959: Filling in with directions</p>	<p>British Council Learn English Kids website</p> <p>https://learnenglishkids.britishcouncil.org/poems/the-way-the-park</p> <p>Various games and activities on the topic Maps and Directions</p>
<p>YouTube</p> <p>https://www.youtube.com/watch?v=EfD2k9beP-4</p> <p>https://www.youtube.com/watch?v=kK4DOPR41Nc</p> <p>https://www.youtube.com/watch?v=Ot-uvhjmelg</p> <p>https://www.youtube.com/watch?v=AgTkKGM0TWE</p> <p>https://www.youtube.com/watch?v=mtsx8V3mE8o</p>	<p>Books to Share</p> <p><i>Me on the Map</i> by Joan Sweeney</p> <p>https://www.youtube.com/watch?v=v_gUK8U9dE0</p> <p><i>Follow that Map</i> by Scot Ritchie</p> <p>https://www.youtube.com/watch?v=PA2Si4REwws</p> <p><i>Katie in London</i> by James Mayhew</p> <p>https://www.youtube.com/watch?v=ImrNxvC9bb4&t=30s</p>
<p>Poems and Drama</p> <p>https://www.poetryfoundation.org/</p> <p>www.poetry4kids.com</p> <p>https://funny-poems.co.uk</p> <p>https://www.familyfriendpoems.com/poem/</p>	<p>Further links</p> <p>J2E – online tools for teaching and learning</p> <p>https://storylineonline.net/library/?search=food</p> <p>https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(E_SL)/Giving_directions/Following_directions - listening me65214lc</p> <p>Flipgrid – assign a task and learners record themselves answering your question</p> <p>https://eltexperiences.com/10-websites-for-english-language-teachers/</p> <p>AnswerGarden – online tool to brainstorm vocabulary</p> <p>Nearpod – ready made lessons and activities</p> <p>whiteboard.fi – online whiteboard</p> <p>Poll Everywhere</p> <p>Vocaroo – online voice recording app</p>