

## Getting Around - 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: Getting Around  |   |  | Week:  |
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|                  | Learning Outcome  | Assessment   | Activity/Procedure  | Resources (incl. digital)  | Language Structure/Vocabulary/ Language Function   |
| <b>LISTENING</b> | LS 5.2 I can <b>understand audio-visual</b> texts across a range of genres, <b>identifying the main idea and specific information</b> | <p>Questions throughout lesson.</p> <p>Worksheet with tasks</p> <p>Contributions throughout the lesson</p> | <p><b>Pre-task:</b> Explain that learners will be seeing some photos. Discuss each photo and elicit vocabulary related to transport. Ask questions: <i>Where do you think these children are going? What means of transport are they using? How do you go to school or get around? Can you mention one good thing and one bad thing about each form of transport?</i></p> <p><b>Main task:</b> <i>Introduce the text:</i> Explain that they will be listening to a poem. 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 what the poem will be about (show picture prompt).</p> <p>1<sup>st</sup> Listening: Listen carefully to the means of transport mentioned.<br/>                 2<sup>nd</sup> Listening: Listen to how the poet describes each means of transport.<br/>                 3<sup>rd</sup> Listening: Listen to the rhyming words.</p> <p><b>Post-Task:</b> As a follow up task, encourage learners to think of two means of transport mentioned in the poem (hot air balloon, zebra, car, bus, bicycle, on foot, etc...). Have learners think of a positive thing and a negative thing about the two means of transport they select (give example). They can draw or write their responses and post them on a teacher created Padlet.</p> | <p>Link for poem: <a href="https://learnenglishkids.britishcouncil.org/poems/going-school">https://learnenglishkids.britishcouncil.org/poems/going-school</a></p> <p>PowerPoint presentation: Lesson 1<br/>Listening</p> <p>Worksheet (Lesson 1)</p> <p>Padlet for Post-Task (teacher-created)</p> | <p><b>Language Structure:</b> past tense (I came, She thought, He met...)</p> <p><b>Vocabulary:</b> laughed, tricycle, whizzed, weather, chatted, engine.</p> <p><b>Language Function:</b> to recount events</p> |

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| <b>READING</b> | <p>R 5.5 I can use a <b>range of strategies to aid comprehension</b> and <b>find the required information</b> in the text.</p> <p>R 5.7 I can make <b>informed assumptions</b> about a text or long work from its <b>title and introductory material</b></p> | <p>Questions throughout lesson</p> <p>Worksheet with tasks</p> | <p><b>Pre-task:</b> Remind learners of the Listening lesson. Ask: <i>Do you remember what we listened to in our first lesson?</i> Elicit: poem. Ask: <i>What was the main idea of the poem?</i> Discuss other ways of getting around and share your mind map. Model aloud how one idea leads you to another. Have learners make their own mind maps about means of transport. Ask some learners to share their webs.</p> <p>Explain Learning Intention and Success Criteria: Learners will read an advert about a scooter and understand its language features. Show examples of adverts and read together as shared texts. Discuss the purpose of each advertisement and ask learners to identify the audience of each one and to say how they can tell. Ask them to consider the following features: adjectives, word play, special offers, rhetorical question, facts and persuasive language.</p> <p><b>Main task:</b> <i>Introducing the Text:</i> Encourage learners to look carefully at the advert and elicit features mentioned above.</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? Who is it trying to persuade? How do we know? Does this advert make you want to buy the scooter or find out more? Why?/Why not?</i></p> <p><i>During Reading:</i> Read the advert 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. Discuss visual features of advertisement: <i>Where is the image of the product placed? Why is it placed there?</i></p> <p><b>Post-task:</b> Learners do tasks on Worksheet.</p> <p><b>Extension Idea:</b> Have learners look for adverts in magazines. They can upload photos of adverts found on teacher created Padlet.</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><b>Language Structure:</b> the imperative tense</p> <p><b>Vocabulary:</b> adjustable, purchase brand new, award winner</p> <p><b>Language Function:</b> To persuade</p> |
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| LITERATURE | <p>LIT 5.2 I can read and <b>understand</b> literary texts, including poetry, prose and drama, and <b>listen</b> to literary texts being performed or read aloud.</p> <p>LIT 5.3 I can respond to simple poems, stories, and plays by <b>speaking and writing</b> briefly about <b>how I feel about the literary texts and about the events and characters</b> in these texts.</p> | <p>Questions throughout lesson.</p> | <p><b>Pre-task:</b> Explain that we will be working on another popular story by Julia Donaldson. In this story we will be talking about magical ways to travel. Encourage the learners to <b>make connections</b> to other stories/films they know where the characters use magic to travel. Show the cover of the book Room on the Broom and elicit ideas. Use I see, I think, I wonder to generate ideas about the cover of the book and make predictions. Talk about the illustration: <i>Who are the characters of this story? What words can you use to describe the witch? What are the witch and the cat travelling on? What do you think is the cauldron for? Where are they going? What time of day is it and how can they tell? What is the title? What do you notice about it? Can you think of any other words that rhyme with room and broom? What does it mean? What is the setting of the story? What do you think is going to happen next?</i></p> <p>Go through vocabulary together. Discuss strategies that can be used.</p> <p><b>Main task:</b> Share Learning Intention and Success criteria. Explain that first we will listen to and watch part of the story (Stop video clip at 4.15 seconds). Then we will read a short excerpt and answer questions on it.</p> <p><i>During Reading:</i> Allow some time for learners to look at the text. What happened before this part? Go through key questions. Read text aloud to model reading and remind learners of strategies that can be used. Explain that next, learners will be reading the text out aloud themselves. Elicit reading aloud success criteria and discuss. Allow some time for learners to read the text and then get back together and reflect on how well they read the text and to discuss key questions.</p> <p><b>Post-task:</b> Learners work tasks on worksheet. Ask learners to finish watching the story on YouTube. Afterwards, they are to draw the characters and write 2 adjectives for each character.</p> | <p><i>Worksheet with text and questions.</i></p> <p>PowerPoint presentation:<br/>Lesson 3<br/>Literature</p> <p>Link for Story:<br/><a href="https://www.youtube.com/watch?v=_uQulEnxsRo&amp;t=41s">https://www.youtube.com/watch?v=_uQulEnxsRo&amp;t=41s</a></p> | <p><b>Language Structure:</b> past tense verbs</p> <p><b>Vocabulary:</b> bog, cloak, moors, bounded, snapped, tumbling</p> <p><b>Language Function:</b> to narrate a story (to entertain)</p> |
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| <b>SPEAKING</b> | <p>LS 5.8 I can <b>communicate my own experiences, likes and dislikes</b> fluently and accurately with some allowance to <b>self-correct</b> in the process.</p>   | <p>Questions throughout lesson.</p> <p>Oral contributions by students</p>                                       | <p><b>Pre-task:</b> Share Learning Intention and success criteria. In this lesson learners will be working on describing different vehicles.</p> <p><b>Main Task:</b> Activity 1: Show picture of a caravan. Elicit what it is and encourage learners to think of different ways how we can describe it. Gather ideas into four main categories: colour, size, shape and distinctive features and speed. Model how to describe the caravan, using simple sentence patterns: It is..., It has..., It can drive.... Go through the vehicle photos slowly, each time encouraging the learners to come up with adjectives to describe each vehicle. Have different learners give a description of the vehicle using the sentence patterns.</p> <p>Activity 2: Explain that learners now need to guess the vehicle that you will be describing. Have them listen carefully to the clues and when they make a correct guess, encourage them to think how they guessed it. What words led them to make the right guess? Invite learners to make up a riddle about some forms of transport. Have them come up with 3 clues to describe: how the vehicle looks, why the vehicle is used and where you can find the vehicle or any other distinctive feature it might have. Share riddles and have the other learners try to guess which vehicle is being described.</p> <p><b>Post-task:</b> Have learners draw their favourite means of transport and label it.</p> | <p><i>PowerPoint Lesson 4 Speaking</i></p>  | <p><b>Language Structure:</b><br/>It has...<br/>It is...<br/>It can...<br/>It can...<br/>fly/drive/ride</p> <p><b>Vocabulary:</b><br/>Adjectives to describe vehicles</p> <p><b>Language Function:</b><br/>to describe and explain</p>    |
| <b>WRITING</b>  | <p>W 5.9 I can <b>write a paragraph appropriately for and audience and with a purpose.</b></p> <p>W5.12 I can make a text more <b>interesting</b> or more relevant to me by <b>changing the vocabulary.</b></p> <p>W5.14 I can <b>use resources</b> to help me <b>plan</b> my written work and <b>present</b> it accurately.</p> | <p>Questions throughout lesson.</p> <p>Learners design an advert and write a short description of a bicycle</p> | <p><b>Pre-task:</b> Set the context for the writing: <i>You have outgrown your bicycle and you would like to sell it. Design an advert to encourage other children to buy your bike. Make your advert bold and colourful.</i> Encourage learners to identify GAP (genre, audience and purpose).</p> <p><b>Main task:</b> Check if learners can remember the layout features of an advert. Remind them of Lesson 2: Reading an advert. Discuss features of adverts, language structures, the use of adjectives and exaggerations, slogans, facts, etc. Share Learning Intention and Success Criteria.</p> <p>Plan: First, learners need to make sure that they can identify the important parts of a bicycle. Next, go through the list of possible accessories a bicycle can have, such as: a bell, horn, streamers, bottle holder, etc. Elicit descriptions of each and why they might be used. Do learners have any of these accessories on their bikes? Model how to use the Planning an Advert Organiser. Elicit responses from learners. Allow time for learners to fill in their own plan.</p>  | <p>PowerPoint Lesson 5 Writing</p> <p>Graphic Organiser – Planning and Advert</p> <p>Worksheet Writing an advert Writing Frame</p> <p>Writing an Advert Checklist</p> <p>Writing an Advert Word Mat</p> | <p><b>Language Structure:</b><br/>Adjectives,<br/>Rhetorical question<br/>Figures of speech (alliteration, rhyme, repetition)</p> <p><b>Vocabulary:</b> related to bicycles</p> <p><b>Language Function:</b> to persuade and describe</p> |

*First Draft:* Encourage learners to reflect on how to write the advert. Show the Advert Writing Frame and elicit what needs to be written in each part. Model how to use the writing frame to help you write the advert.

*Revise:* Go through the advert to improve it. Use SAD technique (Substitute, Add and Delete). Mark changes using another colour. Refer to Writing an Advert Success Criteria to make sure that all the necessary elements are included.

*Edit and Proofread:* Go through it once again to check for punctuation marks, capital letters, spelling mistakes, and to see that it reads well.

*Publish:* Re-write the advert neatly on the writing frame provided.

**Post-task:** Students write their own adverts independently.

Further links and materials for the topic **Getting Around**.

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| <p><b>Learning Apps</b></p> <p><a href="https://learningapps.org/3704252">https://learningapps.org/3704252</a>: Sorting transport into land, air or water</p> <p><a href="https://learningapps.org/13609790">https://learningapps.org/13609790</a>: Choose the most appropriate form of transport.</p> <p><a href="https://learningapps.org/7058129">https://learningapps.org/7058129</a>: Finding pairs</p> <p><a href="https://learningapps.org/15149849">https://learningapps.org/15149849</a>: Matching pairs</p> <p><a href="https://learningapps.org/3322702">https://learningapps.org/3322702</a>: Dangerous ways to travel (advanced)</p> | <p><b>British Council Learn English Kids website</b></p> <p><a href="https://learnenglishkids.britishcouncil.org/category/topics/transport">https://learnenglishkids.britishcouncil.org/category/topics/transport</a></p> <p>Various games and activities on the topic Transport</p>  |
| <p><b>YouTube</b></p> <p><a href="https://www.youtube.com/watch?v=biX7NNxw_w8">https://www.youtube.com/watch?v=biX7NNxw_w8</a></p> <p><a href="https://www.youtube.com/watch?v=UQkoukzczT8">https://www.youtube.com/watch?v=UQkoukzczT8</a></p> <p><a href="https://www.youtube.com/watch?v=GObpYg_NjLQ">https://www.youtube.com/watch?v=GObpYg_NjLQ</a></p> <p><a href="https://www.youtube.com/watch?v=S-UcVwzrAqo">https://www.youtube.com/watch?v=S-UcVwzrAqo</a></p> <p><a href="https://www.youtube.com/watch?v=3BXEEjE991U">https://www.youtube.com/watch?v=3BXEEjE991U</a></p>  | <p><b>Books to Share</b></p> <p><i>If I built a car</i> by Chris Van Dusen</p> <p><a href="https://www.youtube.com/watch?v=mYggMvE3K2E">https://www.youtube.com/watch?v=mYggMvE3K2E</a></p> <p><i>Mrs Armitage Queen of the Road</i> by Quentin Blake</p> <p><a href="https://www.youtube.com/watch?v=ut6eqMBloSs">https://www.youtube.com/watch?v=ut6eqMBloSs</a></p> <p><i>Mrs Armitage on Wheels</i> by Quentin Blake</p> <p><a href="https://www.youtube.com/results?search_query=mrs+armitage+on+wheels">https://www.youtube.com/results?search_query=mrs+armitage+on+wheels</a></p>   |
| <p><b>Poems and Drama</b></p> <p><a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a></p> <p><a href="http://www.poetry4kids.com">www.poetry4kids.com</a></p> <p><a href="https://funny-poems.co.uk">https://funny-poems.co.uk</a></p> <p><a href="https://www.familyfriendpoems.com/poem/">https://www.familyfriendpoems.com/poem/</a></p>  | <p><b>Further links</b></p> <p>J2E – online tools for teaching and learning</p> <p><a href="https://storylineonline.net/library/?search=food">https://storylineonline.net/library/?search=food</a></p> <p><a href="https://www.liveworksheets.com/search.asp?content=transport">https://www.liveworksheets.com/search.asp?content=transport</a></p> <p>Flipgrid – assign a task and learners record themselves answering your question</p> <p><a href="https://eltexperiences.com/10-websites-for-english-language-teachers/">https://eltexperiences.com/10-websites-for-english-language-teachers/</a></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> |