

Scheme of Work		Theme: SHOPPING AND SERVICES			Year 4
LO CODE	Learning Outcome	Assessment	Activity/Procedure	Resources Incl. Digital	Language Structure/ Language Function/ Vocabulary
Listening	<b>LS 5.1</b> I can listen attentively to a text and demonstrate understanding by responding to questions about the content of the text and by making some inferences.	questions asked by the teacher about shopping  answering questions  filling in an exercise about idioms	<b>Pre-task:</b> Pupils answer questions about shopping. Pupils look at different pictures and list down occasions when we usually buy gifts. New vocabulary within the text is explained.  <b>Main-task:</b> Pupils listen to a conversation between a girl and a shop assistant. Pupils listen twice. Pupils can start answering questions during the first listening.  <b>Post-task:</b> Pupils work out an exercise about idioms.	PPT presentation with audio  questions worksheet  answers handout	<b>Language Structure:</b> present tense  <b>Vocabulary:</b> wallet, expensive, leather, price tag, afford, earn, design ...  <b>Language Function:</b> to narrate/ describe
Reading	<b>R. 5.3</b> I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.	watching a video clip and viewing the pictures  answering questions about the text	<b>Pre-Task:</b> Pupils view a video clip about different types of shops. Teacher explains the difference between a mall and department stores. New words within the text are explained.  <b>Main-task:</b> Pupils read a text silently to learn what the text is about. Pupils read the text the second time and answer questions about it. Teacher reads the text the third time. Pupils answer questions on worksheet.  <b>Post-task:</b> Pupils write an email to a friend inviting him/her to join them on a trip to a shopping mall.	PPT presentation with audio-visual  reading text handout  questions worksheet  answers handout	<b>Language Structure:</b> present tense/ past tense  <b>Vocabulary:</b> mall, escalators, a sob, computer disc, extract, events ...  <b>Language Function:</b> narrate/ describe
Speaking	<b>LS 5.5</b> I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	answering questions about a video clip  acting out a role-play  identifying whether an item/s can or cannot be found in a bakery	<b>Pre-task:</b> Pupils view a video clip, where a family goes out for dinner. A discussion follows.  <b>Main Task (Part 1):</b> Pupils act out similar role-plays (at the butcher, at the greengrocer ...) <b>Main-task (Part 2):</b> Teacher shows a picture of a bakery and asks pupils to look at it carefully. Pupils choose a small picture and explain if the item/s in the picture can or cannot be found in a bakery.  <b>Post-task:</b> Pupils list ten things found in a candy shop.	PPT with audio-visual clip  sentence starters and prompts handout  thematic picture handout	<b>Language Structure:</b> present tense asking and answering Wh questions  <b>Vocabulary:</b> doughnuts, pretzels, buns, croissants, muffins...  <b>Language Function:</b> to ask questions/to describe

<b>Writing</b>	<p><b>W 5.8A</b> I can participate in writing for a range of purposes and write in some genres.</p>	<p>writing a list  writing a recount</p>	<p><b>Pre-task (Part 1):</b> Teacher explains that pupils will write a list and shows different writing models.</p> <p><b>Main-task:</b> Teacher explains what a list is. The G.A.P of the title is explained. Teacher elicits success criteria from pupils. Then shares them with the pupils. Pupils view pictures for a short amount of time. Pupils list down the items they remember seeing in the pictures. They self-assess their work using the success criteria provided.</p> <p><b>Pre-task (Part 2):</b> Teacher explains that pupils write a recount and shows different writing models.</p> <p><b>Main-task:</b> Teacher explains what a recount is. The G.A.P of the title is explained. Teacher shares writing frame and goes through its structure. Teacher elicits success criteria from pupils. Then shares the success criteria table. Pupils write the recount and self-assess their work using the success criteria provided.</p> <p><b>Post-task:</b> Pupils share the recount with someone at home.</p>	<p>pictures  recount writing frame  success criteria handouts</p>	<p><b>Language Structure:</b> past tense</p> <p><b>Vocabulary:</b> vanilla essence, baking powder, syrup, ingredients ...</p> <p><b>Language Function:</b> to list/ to recount</p>
<b>Literature</b>	<p><b>Lit 5.6</b> I can show my personal response to the literary text I encounter.</p>	<p>answering questions about a video-clip  answering questions about the text</p>	<p><b>Pre-task:</b> Pupils watch a video-clip from the movie, Peter Rabbit. A discussion follows. New words within the text are explained.</p> <p><b>Main-task:</b> Pupils read the text silently to learn what the text is about. Pupils read the text the second time and answer questions about it. Teacher reads the text the third time. Pupils answer the questions on the worksheet.</p> <p><b>Post-Task:</b> Pupils complete a worksheet.</p>	<p>PPT with audio-visual  text handout  questions worksheet  answers handout</p>	<p><b>Language Structure:</b> present tense/ present continuous</p> <p><b>Vocabulary:</b> handsome, nearby, horrible, deserves ...</p> <p><b>Language Function:</b> to describe</p>