Scheme of Work			Theme: WEATHER AND NATURAL DISASTERS		Year 4
LO CODE	Learning Outcome	Assessment	Activity/Procedure	Resources Incl. Digital	Language Structure/ Language Function/ Vocabulary
Listening	**LS 5.1** 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.	describing pictures and talking about natural disasters answering questions after listening to a text	**Pre-task**: Teacher explains what natural disasters are and shows different related pictures. New vocabulary within the text is explained. **Main-task:** Pupils listen to two consecutive texts about natural disasters. Pupils listen to both texts and questions twice. Pupils can start answering questions during the first listening. **Post-task**: Pupils are to write down two words which come to mind when they hear the words: drought, hurricane, flood and earthquake.	PPT presentation with audio questions worksheet answers handout	**Language Structure:** present tense **Vocabulary:** scientists, environment, tropical storms, typhoons, tornado, evaporates, condenses, disrupt, track ... **Language Function:** to describe/inform
Reading	**R. 5.3** I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.	questions asked by the teacher after viewing the video- clip answering questions about the text	**Pre-task**: Pupils view a video-clip about ten natural disasters. A discussion follows. New vocabulary within the text is explained. **Main-task:** Pupils read a text silently to learn what the text is about. The text explains what natural disasters are and shares facts about them. Pupils read the text the second time and answer questions about it. Teacher reads the text the third time. Pupils answer the questions on worksheet. **Post-task:** At home pupils research one natural disaster. The information will be used during the Writing Lesson.	PPT presentation with audio-visual questions worksheet answers handout	**Language Structure:** present tense/ present continuous **Vocabulary:** catastrophes, economy, uninhabited, landslides, destruction, predicted, warnings ... **Language Function:** to inform/ describe
Speaking	**LS 5.5** I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	guessing which natural disaster it is during the game asking and answering questions	**Pre-task:** Pupils play a game called 'Guess the Natural Disaster'. **Main-task:** Pupils pair up. They select several conversation cardw. They take turns answering the questions and use the questions as prompts for further conversation. **Post-task:** Pupils view a video clip about natural disasters and individually answer the questions posed at the end of the PPT.	PPT presentation with audio-visual conversation cards	**Language Structure:** present continuous **Vocabulary:** overflow, damages, tropical storm, tremendous, real life, struck ... **Language Function:** to ask questions/to discuss/to narrate

Writing	**W 5.8A** I can participate in writing for a range of purposes and write in some genres.	writing a non-chronological report	**Pre-task**: Pupils watch a video-clip about the natural disaster that happened in Germany in July 2021. A discussion follows. **Main-task**: Teacher explains what a non-chronological report is. The G.A.P of the title is explained. Teacher shares various writing models of chronological reports about natural disasters. The structure and content of each writing model are discussed. Teacher elicits success criteria from pupils and then shares the success criteria table. Pupils write the non-chronological report and self-assess their work using the success criteria provided. **Post-task**: Pupils share their non-chronological report with the rest of the class.	examples of non-chronological reports non-chronological report writing frame success criteria handout post-task worksheet	**Language Structure:** present tense/ present continuous **Vocabulary:** dozens, eruption, landslide, lightning, spinning, tremendous … **Language Function:** to inform
Literature	**Lit 5.6** I can show my personal response to the literary text I encounter.	discussing video-clip answering questions about the poem	**Pre-task**: Pupils watch a video clip about tornadoes. A discussion follows. New vocabulary within the text is explained. **Main-task:** Pupils read the poem silently to learn what the poem is about. Pupils read the poem the second time and answer questions about it. Teacher reads the poem the third time. Pupils answer the questions on the worksheet. **Post-Task:** Pupils watch the video-clip about a tornado experiment. In groups, pupils carry out the experiment themselves.	PPT with audio-visual poem handout questions worksheet answers handout video-clip of the Bottled Tornado experiment	**Language Structure:** past tense **Vocabulary:** galoshes, mist, twist, fogbanks, faults, gallantly, hailing … **Language Function:** to describe/narrate

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