

## The World Around Us - 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: The World Around Us			Week:
		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> Share Learning Intention and success criteria. Show picture of earth and elicit what it is. Ask questions: <i>What shape is it? Is it a map? Why not? What are the blue parts? What are the brown / green parts?</i> Compare this picture to a map (Slide 6). Elicit the words <i>continents</i> and <i>oceans</i>. Ask learners if they know what a book with maps is called. Show picture of Atlas and discuss. Have learners write down all the names of countries or cities they know about. They can write down a name for every letter of the alphabet. Discuss responses.</p> <p><b>Main task:</b> <i>Introduce the text:</i> Explain that they will be listening to an audio text about some interesting attractions in Europe. <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>1<sup>st</sup> Listening: Listen carefully to the names of countries and cities mentioned. 2<sup>nd</sup> Listening: Listen carefully to what makes a country important. 3<sup>rd</sup> Listening: Listen to the part about Venice.</p> <p><b>Post-Task:</b> As a follow up task, encourage learners to research interesting things about Malta. Learners can present their findings on a chart. They can find pictures of important places to visit in Malta, of local food, traditions and attractions. Pictures of finalised work can be uploaded on a teacher-created Padlet.</p>	<p>Link for audio-visual: <a href="https://www.youtube.com/watch?v=ZsDldOG1w">https://www.youtube.com/watch?v=ZsDldOG1w</a></p> <p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet Lesson 1</p>	<p><b>Language Structure:</b> Present Simple</p> <p><b>Vocabulary:</b> kiiking, continent, competitors, spooky, vampire, floating, canals, gondola</p> <p><b>Language Function:</b> to give information</p>

<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>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p><b>Pre-task:</b> Explain Learning Intention and Success Criteria. Explain that in today's lesson we will be reading an excerpt from a non-fiction text. <i>Do learners remember what a non-fiction text is? Can they recall some features of non-fiction texts from earlier lessons?</i></p> <p>Have learners look at book covers and determine whether each book is a fiction or a non-fiction text. <i>How can they tell?</i> Draw up a list of features for fiction and non-fiction texts on the board.</p> <p><b>Main task: <i>Introducing the Text:</i></b> Encourage learners to look at the page spread from a non-fiction book. Encourage them to say which part of the text is the title, the illustration, the glossary. Elicit purpose of each feature and how it might help the reader. Explain that we will be reading about ancient Egyptians and the pyramids. Check understanding by eliciting what students know already about Egypt. <i>Have they ever travelled to Egypt? What is Egypt famous for? What do they know about this country?</i></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>Is this a fiction or a non-fiction text? Why has the author written this text? Who is most likely to read this article?</i></p> <p><i>During Reading:</i> Read the text 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. Encourage learners to scan the text to answer some questions (Slide 29). Afterwards, revise strategy for scanning – looking for a key word or group of words.</p> <p><b>Post-task:</b> Learners do tasks on Worksheet.</p> <p><b>Extension Idea:</b> Have learners do some research about Egypt and the pyramids.</p>	<p>Worksheet for Lesson 2 with Reading Text and questions</p> <p>PowerPoint Lesson 2</p>	<p><b>Language Structure:</b> Imperative Present Simple Past Simple</p> <p><b>Vocabulary:</b> pyramids, coffin, corridor, symbols, sunburn.</p> <p><b>Language Function:</b> To inform</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>				

<b>LITERATURE</b>	<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> Share Learning Intention and success criteria. Show photos of different environments around the world. Elicit what each picture shows and how they are connected.</p> <p>Show cover of book and point out title, author and illustrator. Elicit what the title implies and how the text might unfold. Explain that this is a long poem which is in the form of a book. Go through the new vocabulary together. Discuss strategies that can be used.</p> <p><b>Main task:</b> Read the poem aloud and have learners elicit the main idea of the poem. What is the poet’s message? Go through key questions and discuss answers by referring to the poem. Draw attention to some features of the poem such as: the poet is addressing the reader, asking the reader to stretch their arms and wiggle and turn around. <i>Why do they think the poet uses this style of writing?</i> Also discuss other features such as the use of onomatopoeic words and figures of speech. Give examples from the poem.</p> <p><b>Post-task:</b> Learners work tasks on the worksheet. Encourage them to visualise a part of the poem and draw a picture of it. <i>What did the words in the poem make them think of? Why?</i></p>	<p><i>Worksheet with text and questions.</i></p> <p>PowerPoint presentation: Lesson 3 Literature</p>	<p><b>Language Structure:</b> Present Simple (2<sup>nd</sup> person) You are... Present continuous: You are growing, spinning, etc.</p> <p><b>Vocabulary:</b> crowded, quilt, iceberg, waterfall, mountains, yawning.</p> <p><b>Language Function:</b> to entertain and describe</p>
-------------------	--	-------------------------------------	--	--	--

<b>SPEAKING</b>	<p>LS 5.8 I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process.</p>	<p>Questions throughout lesson.</p> <p>Oral contributions by learners</p>	<p><b>Pre-task:</b> Share Learning Intention and success criteria. In this lesson learners will be describing different attractions and places of interest.</p> <p><b>Main Task:</b> Activity 1: Explain the activity. Introduce the person and the attraction. Read the information from the table and elicit how to use the information from the table to continue what the person is saying. Encourage learners to use the past tense. Repeat by following the slides.</p> <p>Activity 2: Explain that in the next activity, we will need to describe places of interest in Malta. Draw attention to the modelled phrases and sentence patterns to describe the place in the photo. Have learners practise describing the photos in pairs.</p> <p><b>Post-task:</b> For the last slide, have learners think of another attraction in Malta, draw a picture of it and describe it. Learners can use FlipGrid or Vocaroo to record their descriptions and share with the rest of the class.</p>	<p><i>PowerPoint Lesson 4 Speaking</i></p> <p>FlipGrid / Vocaroo for Post Task</p>	<p><b>Language Structure:</b> I went, I saw... Here you can see... This is...</p> <p><b>Vocabulary:</b> Turn left, turn right, go along, go over, go round, cross the road, go past, first turning left/ second turning right</p> <p><b>Language Function:</b> To give directions</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>W5.14 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>Contributions by learners</p>	<p><b>Pre-task:</b> Set the context for the writing: <i>You are Matt and you are on holiday in Malta with your family. Write a postcard to your friend Kate to describe what you have seen and done during the last four days in Malta.</i> Encourage learners to identify GAP (genre, audience and purpose). Share Learning Intention and Success Criteria.</p> <p><b>Main task:</b> Elicit what learners know about postcards. Leading questions: <i>What do learners know about postcards? Have they ever sent a postcard? To whom? When?</i> Go through the slides and describe features of a postcard.</p> <p>Read the model postcard and elicit presentation features such as greeting, introduction, main paragraph highlighting different things seen and done during the holiday, finishing sentence and salutation. Show example of plan of activities and sites explored. Learners can do this in pairs. Fill graphic organiser together and after do a shared write: elicit responses from learners and write the postcard 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 a postcard. Show where and how to write the address.</p> <p><b>Post-task:</b> Have learners write down their own postcard. Learners draw a picture of a site in Malta on the front of the postcard.</p>	<p>PowerPoint Lesson 5 Writing</p> <p>Worksheet: Lesson 5 Postcard Writing Frame</p> <p>Worksheet: Writing a postcard checklist</p>	<p><b>Language Structure:</b> Past Simple: we went, we saw...</p> <p><b>Vocabulary:</b> Monday, Tuesday, Wednesday, Thursday, Friday, visited, walked, spent</p> <p><b>Language Function:</b> to describe and retell events in the past.</p>

Further links and materials for the topic **The world around us**.

<p><b>Live worksheets</b></p> <p><a href="https://www.liveworksheets.com/ol1175623ec">https://www.liveworksheets.com/ol1175623ec</a>: Seasons around the world</p> <p><a href="https://www.liveworksheets.com/vb1961514th">https://www.liveworksheets.com/vb1961514th</a>: Matching vocabulary to pictures</p> <p><a href="https://www.liveworksheets.com/un1516414jl">https://www.liveworksheets.com/un1516414jl</a>: Landmarks of the world</p> <p><a href="https://www.liveworksheets.com/cq1853201iq">https://www.liveworksheets.com/cq1853201iq</a>: Time around the world</p>	<p><b>British Council Learn English Kids website</b></p> <p><a href="https://learnenglishkids.britishcouncil.org/category/topics/around-the-world">https://learnenglishkids.britishcouncil.org/category/topics/around-the-world</a></p> <p>Various games and activities on the topic Around the World</p>
<p><b>YouTube</b></p> <p><a href="https://www.youtube.com/watch?v=xL1_U0B0ka8&amp;t=9s">https://www.youtube.com/watch?v=xL1_U0B0ka8&amp;t=9s</a></p> <p><a href="https://www.youtube.com/watch?v=dk8zDjQT0aE&amp;t=56s">https://www.youtube.com/watch?v=dk8zDjQT0aE&amp;t=56s</a></p> <p><a href="https://www.youtube.com/watch?v=jIDKsTkejmY&amp;t=84s">https://www.youtube.com/watch?v=jIDKsTkejmY&amp;t=84s</a></p> <p><a href="https://www.youtube.com/watch?v=RNx0akt3_Xl&amp;list=PLQlnTldJsOZTpajSmiZlgrXCy9lgTOlnO&amp;index=6">https://www.youtube.com/watch?v=RNx0akt3_Xl&amp;list=PLQlnTldJsOZTpajSmiZlgrXCy9lgTOlnO&amp;index=6</a></p> <p><a href="https://www.youtube.com/watch?v=Fuc8thqoe1o">https://www.youtube.com/watch?v=Fuc8thqoe1o</a></p>	<p><b>Books to Share</b></p> <p><i>The Snail and the Whale</i> by Julia Donaldson</p> <p><i>A Walk in London</i> by Salvatore Rubbino</p> <p><a href="https://www.youtube.com/watch?v=Y-I7x9HGWCXY&amp;t=65s">https://www.youtube.com/watch?v=Y-I7x9HGWCXY&amp;t=65s</a></p> <p><i>I live in Tokyo</i> by Mari Takabayashi</p> <p><a href="https://www.youtube.com/watch?v=z-sjnY8mqZw">https://www.youtube.com/watch?v=z-sjnY8mqZw</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://learningapps.org/index.php?s=the+world+around+us">https://learningapps.org/index.php?s=the+world+around+us</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>