

Year 5 Scheme of Work			Theme: Transport		
LANGUAGE SKILL	Literature	Listening	Reading	Speaking	Writing
LEARNING OUTCOME	LIT 6.2, LIT 6.3, LIT 6.4, LIT 6.5	LV 6.1, LV 6.2, LV 6.10	RV 6.1, RV 6.2, RV 6.3, RV 6.7, RV 6.11, RV 6.12	SR 6.5, SR 6.7, SR 6.9, SR 6.16, SR 6.17	WR 6.2, WR 6.4, WR 6.5, WR 6.7, WR 6.9, WR 6.16
ASSESSMENT	WS: Going to School	WS: Meet the Kids Racing Cars	WS: Tour de France	Picture Prompts	Writing a message to give directions
ACTIVITY	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Introduce the theme 'transport'. - View video 'Transport Alphabet'. - Pre-teach vocabulary. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read poems and questions. - Pupils answer gist question: 'What is the text about?' - Teacher poses questions for specific details: 'How many stanzas does the poem have? How many verses does each stanza have? Is it a free verse poem? Why? Why did the poet's friends laugh at him? Who arrived at school first? Why? Which are the best ways to travel to school, according to the poet? Do you agree?' - Pupils read poem and look for answers to the above questions. - Discuss answers. - Listen to poem. - Pupils work out worksheet. <p>Post-Task:</p> <p>Pupils talk about their journey to school with their classmates.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Explain term 'electric cars'. - Pre-teach vocabulary. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read questions. - Pupils view the audio-visual text and start answering the questions. - Pupils view the audio-visual text for the second time and answer any unanswered questions. - Final revision. <p>Post-Task:</p> <p>Pupils design their own car and share their design with their classmates.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - View video 'Guide to the <i>Tour de France</i>'. Discuss it. - Pre-teach vocabulary. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read text and questions. - Pupils answer gist question: 'What is the text about?' - Teacher poses questions for specific details: 'When was the first ever <i>Tour de France</i>? What is different about the starting point and route every year? What is the nickname given to the winner of the red polka dot jersey? Compare the significance of the green jersey with the white jersey. Why do other members of the team cycle in front of the team lead rider? Why do you think different coloured jerseys are given to the winners of each stage?' - Pupils read text and look for answers to the above questions. - Discuss answers. - Read text. - Pupils work out worksheet. <p>Post-Task:</p> <p>At home, pupils carry out research on the <i>Tour de France</i>, 2021.</p>	<p>Picture Prompts</p> <p>Pre-Task:</p> <p>Link with Literature Lesson.</p> <p>Main-Task:</p> <ul style="list-style-type: none"> - Allow pupils some time to view pictures carefully. - Ask: 'What can you see in each picture? Which is your favourite/least favourite means of transport? Have you been on all of them? Can you predict your friend/relative's favourite means of transport? Can you rank them from best to worst?' <p>Post-Task:</p> <p>At home, pupils create a presentation about one type of transport. The presentation will be delivered during another lesson.</p> <p>Picture Prompt</p> <p>Pre-Task:</p> <ul style="list-style-type: none"> - Show video clip. Ask: 'Where is Mr Bean? What happened to him? Why is he avoiding the person wearing the uniform? What does that person do? Can you name some of the places or things you have seen in the video?' - Show pictures of three popular train stations. <p>Main-Task:</p> <ul style="list-style-type: none"> - Allow pupils to view the picture prompt. - Ask: 'Have you ever been to a train station before? Why do people go to train stations? What must people do before they can board a train? Where will they do this? What is a timetable? Why is it a good idea to have clocks in train stations? What noises are you likely to hear in train stations? What things are you likely to see in train stations? Who works in train stations and on trains? What jobs do these people do?' 	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Explain term 'message'. Ask: 'Why do we write short messages?' Elicit the different writing functions. - Explain that we can write a message to give directions. <p>Main-Task:</p> <ul style="list-style-type: none"> - Explain 'Pre-Writing' stage. Share and explain title (GAP). - Describe the map thoroughly. - Explain 'Drafting' stage. Elicit features of message writing and directions writing. - Share and explain writing frame. Together come up with suitable information collected during 'Pre-Writing' stage. Share and explain the word mat. - Explain 'Revision' stage. Pupils check that writing is relevant, ideas are organised properly ... - Explain 'Editing' stage. Pupils check grammar, punctuation and spelling. - Elicit success criteria for message writing. - Share success criteria handout. <p>Post-Task:</p> <p>Pupils write the message and share it with their classmates.</p>

				Post-Task: Pupils ask the teacher questions about the picture prompt.	
RESOURCES	PPT with audio clip, poems, worksheet	PPT with audio-visual clip, reading worksheet, answers	PPT with audio-visual clip, reading text, worksheet, answers	PPT, picture prompts, questions	PPT, writing, frame, title, word mat, success criteria
LANGUAGE STRUCTURE	present tense	present tense	present tense	present tense	present tense and imperative
VOCABULARY	names of different means of transport	massive, basically, quid, gear, acceleration, intense, engineering, male dominated, environment, pollution, eco-friendly ...	arguably, promote, proposed, suburbs, lengthened, estimated ...	ticket/booking office, porter, barrier, baggage, ticket collector, platform, trolley, indicator board, guard, buffet car, luggage rack, track, compartment seats ...	date, salutation, greeting, closing, signature, as in word mat ...
LANGUAGE FUNCTION	to describe	to describe	to inform and describe	to describe	to give directions