

Scheme of Work		Theme: ENTERTAINMENT			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 different types of entertainment answering questions after listening to a text	Pre-task: Teacher explains the meaning of the word 'entertainment'. A discussion based on pictures showing different places of entertainment is carried out. Pupils share how they like to entertain themselves during their free time, where they like to go, how often and with whom. New words within the text are explained. Main-task: Pupils listen to a text about a visit to the circus. Pupils listen to the text and questions twice. Pupils can start answering questions during the first listening. Post-task: Pupils look at the picture of a circus on their worksheet and indicate if the statements provided are true or false.	PPT presentation with audio questions worksheet answers handout post-task worksheet	Language Structure: present tense Vocabulary: championship, proudly, unicycle, trapeze artist ... Language Function: to describe
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 a visit to an amusement park. They describe the video and talk about amusement parks. New words within the text are explained. Main-task: Pupils read a text silently to learn what the text is about. It is about two friends visiting an amusement park. Pupils read the text the second time and answer questions about it. Teacher reads the text the third time. Pupils answer questions on worksheet. Post-task: Pupils fill in the worksheet about amusement parks.	PPT presentation with audio-visual questions worksheet answers handout post-task worksheet	Language Structure: present tense/ present continuous Vocabulary: roller coaster, back and forth, torn, messy, brightened, less fortunate ... Language Function: to narrate/describe
Speaking	LS 5.5 I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	discussion based on video-clip answering questions	Pre-task: Teacher shows video clip about entertaining activities that can be carried out at home. A discussion follows. Main-task: Teacher pairs pupils and shares questions with them. Pupils take turns answering the questions. Post-task: Pairs share their responses with the rest of the class.	PPT with audio-visual clip Sentence Starters Handout	Language Structure: present continuous Vocabulary: indoors, wisely, gasped, future ... Language Function: to describe/narrate

Writing	<p>W 5.8A I can participate in writing for a range of purposes and write in some genres.</p>	<p>writing an advert</p>	<p>Pre-task: Pupils watch an advert about an amusement park in Barcelona. A discussion follows.</p> <p>Main-task: Teacher explains what an advert is. The G.A.P of the title is explained. Teacher shares writing frame and goes through its structure. Teacher shares writing models. Teacher elicits success criteria from pupils. Then shares the success criteria table. Pupils write the advert and self-assess their work using the success criteria provided.</p> <p>Post-task: Pupils share their advert.</p>	<p>writing models of adverts</p> <p>advert writing frame</p> <p>persuasive writing planning page</p> <p>catchy phrases/slogans handout</p> <p>success criteria handout</p>	<p>Language Structure: present tense/ present continuous</p> <p>Vocabulary: persuade, inform, promote, entrance fee ...</p> <p>Language Function: to persuade</p>
Literature	<p>Lit 5.6 I can show my personal response to the literary text I encounter.</p>	<p>discussing the questions posed during the pre-task</p> <p>answering questions about the poem</p> <p>writing an acrostic poem</p>	<p>Pre-task: Pupils share their feelings and experiences, if any, regarding amusement parks. Meaning of new vocabulary within the poem is explained.</p> <p>Main-task: Pupils read the poem silently to learn what it 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 worksheet.</p> <p>Post-Task: Pupils learn what an acrostic poem is and write their own acrostic poem using the word AMUSEMENT.</p>	<p>PPT with audio-visual</p> <p>poem handout</p> <p>questions worksheet</p> <p>answers handout</p>	<p>Language Structure: past tense</p> <p>Vocabulary: expected, vomit, homicidal, jerked, sharply, hurl, nauseous ...</p> <p>Language Function: to describe/narrate</p>