

Scheme of Work		Food and Drink				Year: 5
LANGUAGE SKILL	Listening	Reading	Literature	Speaking	Writing	
LEARNING OUTCOME	LV 6.1, LV 6.13	RV 6.2, RV 6.3, RV 6.11	LIT 6.2, LIT 6.5	SR 6.7, SR 6.9, SR 6.15	WR 6.2, WR 6.4, WR 6.9 E	
ASSESSMENT	Worksheet completion - Learner feedback in response to teacher questioning	Learner feedback in response to teacher questioning - Worksheet completion – post-task activity	Learner feedback in response to teacher questioning / Poem recital	Learner performance in paired tasks / Short presentations of webs	Ideas shared throughout shared writing Learners' writing frames	
ACTIVITY	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>On the board write the question "Why do we eat?" Think, pair, share. Lead the children to consider the following statement: <b>Different foods help us in different ways.</b> In pairs they discuss this statement and say whether they agree or not by giving examples. Discuss as a whole class.</li> <li>Show key vocabulary on the board. Elicit meaning of selected words. Learners can work the Pre-Listening question on their worksheet.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>Listen to audio text (see resources below). Have learners work the While-Listening questions on the worksheet.</li> <li>Discuss answers in pairs, then as a whole class. Ask more questions: <i>Which of these food groups should we eat of the most and why? Can you mention some other</i></li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Display photos of different foods. Ask: What do these pictures have in common? Lead learners to say that they are all foods belonging to one of the five food groups. Can children mention which are the five food groups and the benefits of each?</li> <li>Explain that they will be reading a non-chronological report about the five food groups. Present the difficult vocabulary (within a sentence) and elicit synonyms or meanings.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Give out worksheet and have learners skim the text quickly to tell you what the text is about. Discuss briefly.</li> <li>Have learners read the text in pairs (learners take turns reading different paragraphs. Then they reread, swapping paragraphs so they read a new one the second time around).</li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Introduce poet Michael Rosen. Have the children ever read poems by this poet?</li> <li>Show poem on board and explain that it is an extract from a longer poem. It talks about how much the poet loves chocolate cake.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Read poem for the first time.</li> <li>Gather children's thoughts about it. What do they notice about the way the poem is written? (narrative poem because the poet is telling a story). Can the children identify the point of view from which the poem is written?</li> <li>Discuss how the plot develops – what happens first, second, next, last? Have learners draw the sequence of events and some key words related to each part of the plot.</li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Remind learners of topic being studied. Explain that we will be watching a <a href="#">YouTube video</a>. Discuss the importance of taking notes while listening. Have learners watch and listen to the video-clip and take down notes of the main points raised. Share notes in pairs and discuss as a whole class.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Healthy Eating Discussion Cards. Give each child a question. Have learners first think of two to three points to mention. Discuss sentence starters and allow time for learners to discuss in pairs. Have a whole class discussion about some of the questions.</li> <li>During the discussion, write down key words mentioned by the learners on the board so that you build a word bank as you go along.</li> <li>Eating healthy food web: Distribute the web</li> </ul>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>Remind learners of the web done during the reading lesson for the article The Five Food Groups. Explain that we will be writing a non-chronological report to inform other learners how important it is to eat healthy food.</li> <li>Remind learners of features of a non-chronological report and together draw up a list of success criteria.</li> </ul> <p><b>Main Task:</b></p> <ul style="list-style-type: none"> <li>Shared Writing: Show whole-class web created during previous lesson. Review how the web defines the structure of the report (title/sub-headings, main ideas and supporting details).</li> <li>Explain that now we need use the ideas on the web to write a report similar to 'The Five Food Groups'.</li> <li>Write title 'Eating Healthy Food' and have learners</li> </ul>	

	<p><i>food that have sugar in them? Why are these important?</i></p> <p><i>*This lesson links very well with STEM. At this point you can discuss the 5 food groups and nutrients that are found in food. Reference should be made to the Healthy Eating Plate.</i></p> <p><b>Post-Task:</b> Have learners in pairs design a menu for a day that includes all the food items discussed in the lesson. Share menus as a whole class.</p>	<ul style="list-style-type: none"> <li>· Write these questions on the board and have them discuss them in pairs: <i>What do you think the author means when he says 'It is important to eat a balanced diet'? The text says 'Treats or junk food should not be eaten often'. I agree/ disagree because..., Do you think the article is interesting to read? Why? (Discuss how the author pulls the reader in by using the pronoun 'you', "You should.., You need to..."</i></li> <li>· Write the sentence '<b>You should eat three to five servings of vegetables each day</b>'. Underline the word <i>should</i>. Explain that we use <i>should</i> to give advice or recommendations. Can the learners find another example where <i>should</i> is used in the passage? Do some examples orally, say: "I feel tired. / I am thirsty. / My hands are dirty / My feet hurt." Have learners discuss in pairs what advice to give you and then they tell you what you should do.</li> </ul> <p><i>*Working backwards: Pretend that you are the author and you are planning what to write. Organise the information presented in the</i></p>	<ul style="list-style-type: none"> <li>· Discuss the use of onomatopoeia in the poem: "yowww" and "shhhhh". Can the learners explain what happened at this point of the poem?</li> <li>· Have learners watch Michael Rosen performing the poem (link on worksheet).</li> <li>· Discuss Michael Rosen's performance and how he makes the poem come to life.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>· Learners work in pairs to perform the poem. They use the actions in the poem and add some of their own.</li> <li>· Pairs can perform the poem to the rest of the class.</li> </ul>	<p>organiser. Explain that we will be writing an article about Eating Healthy Food. Have learners discuss together ideas to put into their article. They should include 3 main ideas and supporting details. Encourage learners to refer to the notes they took while listening and in the discussion part of the lesson.</p> <p><b>Post Task:</b></p> <ul style="list-style-type: none"> <li>· Learners present their webs. Using learners' own ideas generate create a web for the whole class.</li> </ul>	<p>discuss a suitable sentence or two to introduce the subject.</p> <ul style="list-style-type: none"> <li>· Share ideas and select appropriate sentences. Write other interesting suggestions on the board for future reference.</li> <li>· Write the first sub-heading and discuss main idea. Elicit sentences and select the most appropriate suggestion. Have learners come up with examples to support the main idea. Emphasise the consistent use of present tense and the use of <i>should</i> and <i>should not</i> to give advice or recommendations.</li> <li>· Keep going until you have written a short report and included all the ideas on the web.</li> <li>· Reread the report and match with success criteria.</li> </ul> <p><b>Post Task:</b> Depending on learners' ability levels, have learners draft their own report. Give out Report Writing Frame. They need to refer to the webs prepared in the previous lesson and organise the same information using the writing frame.</p>
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RESOURCES	<p>Audio text: Macmillan 4 Audio Track 13</p> <p>Worksheet 1: Why do we eat</p> <p>Worksheet 2: My daily meal plan</p>	<p>Worksheet: Reading Text and Comprehension Questions Macmillan 4 p. 46 (for consolidation of should/shouldn't)</p>	<p>Worksheet: Chocolate Cake</p> <p>YouTube video link</p>	<p>YouTube video: <a href="#">Healthy Eating – An Introduction</a></p> <p>Graphic Organiser – Web template</p> <p>Discussion Question Cards</p> <p>Discussion Sentence stems</p>	<p>Report Writing Frame</p> <p>Web graphic organiser from speaking lesson</p>	
LAP	LANGUAGE STRUCTURE	<p>Present Simple</p> <p>Demonstratives: These foods...</p>	<p>Modal verb 'should' to give advice or recommendation</p>	<p>Past tense</p>	<p>Present tense</p>	<p>Present Tense</p> <p>Modal verb – should / should not</p>
	VOCABULARY	<p>starch, energy, vitamins, cooking oil</p>	<p>cholesterol, bowel, disease, vitamins, minerals, alternatives,</p>	<p>Creaky, floorboard, nibble, tread</p>	<p>Vocabulary related to food and healthy eating.</p>	<p>Vocab related to food and healthy eating.</p>

	LANGUAGE FUNCTION	To instruct	To instruct	To narrate events	To instruct	To instruct
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*Note: The scheme of work above shows how English lessons based on the topic Food and Drink can be sequenced throughout the week. The goal is for the learners to **write a non-chronological report** by the end of the unit. Ideally, the writing of a non-chronological report should be planned across three weeks to allow enough time for the learners to read different factual texts, research facts and information, build and extend vocabulary, share, discuss and present ideas, plan, draft, revise and edit their work, before finally reaching the publishing stage. Therefore, teachers who are making use of this scheme should, by the end of the week, reflect on what has been learned and what the learners still need support with, to plan appropriate teaching and learning opportunities for the next weeks.*