

Scheme of Work		Theme: HOBBIES AND LEISURE			Year 4
LO CODE	Learning Outcome	Assessment	Activity/Procedure	Resources Incl. Digital	Language Structure/ Language Function/ Vocabulary
Listening	<b>LS 5.1</b> 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.	discussing a video clip about different hobbies  answering questions after listening to a text	<b>Pre-task:</b> Pupils view a video clip about different hobbies and answer questions about it. New words within the text is explained.  <b>Main-task:</b> Pupils listen to a text where Ben talks about his hobby of collecting football T-shirts. Pupils listen to the text and questions twice. Pupils can start answering questions during the first listening.  <b>Post-task:</b> Pupils write a short paragraph about their hobby and draw a picture about it.	PPT presentation with audio  questions worksheet  answers handout	<b>Language Structure:</b> present tense  <b>Vocabulary:</b> badge, team, kit, signature...  <b>Language Function:</b> to describe
Reading	<b>R. 5.3</b> I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.	questions asked by the teacher during the lesson  answering questions about the noticeboard messages	<b>Pre-task:</b> Teacher shows pupils a pie chart and asks questions about it. Pupils distinguish between outdoor and indoor hobbies and list a few examples of each. New words within the text are explained.  <b>Main-task:</b> Pupils read the text silently to learn what the text is about. Pupils read the text the second time and answer questions about it. Teacher reads the text the third time. Pupils answer questions on worksheet.  <b>Post-task:</b> Pupils identify the notice which they would respond to.	PPT presentation with audio-visual  noticeboard messages handout  questions worksheet  answers handout	<b>Language Structure:</b> present tense/ present continuous  <b>Vocabulary:</b> instructions booklet, bungee jumping, kayaking, yoga, downhill skis and poles, chess...  <b>Language Function:</b> to inform
Speaking	<b>LS 5.5</b> I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	asking questions to a family member about a time-table provided about hobbies  discussing different hobbies	<b>Pre-task-</b> Pupils watch an audio-visual clip and answer questions about it.  <b>Main-task:</b> <b>Part 1 - Information Gap Activity.</b> Pair up pupils. Teacher gives each pair two different tables. Pairs are to ask each other questions in order to fill in the missing information in their tables.  <b>Part 2: Compare and Contrast Activity.</b> Teacher shows two different pictures and asks questions about them.  <b>Post-task:</b> Find Someone Who Activity. Teacher gives each pupil a copy of the table. Pupils go around the class, asking their classmates the questions on the worksheet. Whenever they find someone who does an action listed in the table, they write down their name.	PPT with audio-visual clip  time-table worksheets  picture handouts  Find Someone Who? worksheets	<b>Language Structure:</b> present continuous  <b>Vocabulary:</b> musical instruments, swimming practice, equipment, robotics, qualified, restrictions...  <b>Language Function:</b> to ask questions/to describe

<b>Writing</b>	<p><b>W 5.8A</b> I can participate in writing for a range of purposes and write in some genres.</p>	writing captions	<p><b>Pre-task:</b> Teacher explains that pupils will complete two short writing tasks.</p> <p><b>Main-task:</b> Part 1: Teacher explains what are captions. The G.A.P of the title is explained. Teacher shows pupils examples of captions. Pupils write captions under different photos. Pupils assess their work using the success criteria provided. Part 2: Teacher explains all the features of the short message. The G.A.P of the title is explained. Pupils write a short message to invite someone to play a game with them. Pupils assess their work using the success criteria provided.</p> <p><b>Post-task:</b> Pupils share their work with the rest of the class.</p>	<p>pictures for captions</p> <p>short message writing frame</p> <p>success criteria handout</p>	<p><b>Language Structure:</b> present tense/ present continuous</p> <p><b>Vocabulary:</b> captions, siblings, practice, practise...</p> <p><b>Language Function:</b> to describe/to invite</p>
<b>Literature</b>	<p><b>Lit 5.6</b> I can show my personal response to the literary text I encounter.</p>	answering questions following the reading of a playscript	<p><b>Pre-task:</b> Pupils watch and listen to the song 'Let's Go Fly a Kite'. Pupils share their feelings and experiences about kite flying. Teacher explains what is a playscript. New words within the text are explained.</p> <p><b>Main-task:</b> Pupils read the text silently to learn what the text is about. 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.</p> <p><b>Post-Task:</b> Pupils watch video about how to make a kite. At home, pupils try to make their own kite.</p>	<p>PPT with audio-visual</p> <p>playscript handout</p> <p>questions worksheet</p> <p>answers handout</p>	<p><b>Language Structure:</b> past tense</p> <p><b>Vocabulary:</b> bushes, amazing, unwind, muttering, upset grinning...</p> <p><b>Language Function:</b> to describe/to instruct</p>