

Scheme of Work		Theme: CELEBRATIONS			Year 4
LO CODE	Learning Outcome	Assessment	Activity/Procedure	Resources Incl. Digital	Language Structure/ Language Function/ Vocabulary
Listening	<p>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.</p>	<p>list of Christmas related words</p> <p>answers to questions about the listening text</p>	<p>Pre-task: Teacher discusses Christmas traditions with pupils. Pupils write down a list of Christmas related word. New words within the text are explained.</p> <p>Main-task: Pupils listen to the listening text twice. After each listening, the teacher reads the questions. Pupils start answering questions during the first listening. Pupils try to answer any unanswered questions during the second listening.</p> <p>Post-task: Pupils create their own Christmas traditions concept map.</p>	<p>paper</p> <p>PPT presentation with audio</p> <p>questions worksheet</p> <p>answers handout</p>	<p>Language Structure: present tense</p> <p>Vocabulary: turkey, presents, Advent calendar, church, stocking, crackers, Christmas tree, wreath...</p> <p>Language Function: to inform/describe/ list</p>
Reading	<p>R. 5.3 I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.</p>	<p>answers to questions about the Chinese New Year</p>	<p>Pre-task: Teacher explains the difference between the New Year and the Chinese New Year. Pupils watch a video about the Chinese New Year. New words within the text are explained.</p> <p>Main-task: Pupils read the story from the PowerPoint presentation 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. Finally, pupils work out the questions on the questions worksheet.</p> <p>Post-task: Every pupil shares one fact which fascinated him/her.</p>	<p>PPT presentation with audio-visual</p> <p>questions worksheet</p> <p>answers handout</p>	<p>Language Structure: past tense</p> <p>Vocabulary: compete, rewarded, taken the lead, was tricked, strong currents, floating, wriggled, wondered, crawled...</p> <p>Language Function: to inform/describe</p>

Speaking	<p>LS 5.5 I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.</p>	<p>comparing and contrasting two Carnival-related pictures</p>	<p>Pre-task: Pupils view and listen to a song about Carnival. Pupils describe what they have seen.</p> <p>Main-task: Pupils view carefully two Carnival related pictures. Then they answer questions about them.</p> <p>Post-task: Pupils come up with two further questions they could ask about the pictures shown.</p>	<p>PPT with audio-visual clip</p> <p>two Carnival pictures</p> <p>sentence openers handout</p>	<p>Language Structure: past tense/present tense</p> <p>Vocabulary: parade, jugglers, spectators, humorous, popping out, keeping balance...</p> <p>Language Function: to describe and compare</p>
Writing	<p>W 5.8A I can participate in writing for a range of purposes and write in some genres.</p>	<p>writing an informal email</p>	<p>Pre-task: Pupils view pictures of different celebrations and answer questions about each celebration.</p> <p>Main-task: The G.A.P of the title is explained. The teacher goes through the writing frame to explain the structure of the informal email. Pupils organise ideas and write their first draft.</p> <p>Post- task: Pupils assess their work using the success criteria provided. Pupils share their writing with the rest of the class.</p>	<p>PPT with pictures of celebrations</p> <p>informal email writing frame</p> <p>sentence openers handout</p> <p>transitional words handout</p> <p>success criteria handout</p>	<p>Language Structure: past tense</p> <p>Vocabulary: occasion, celebration, relatives, decorations, mouth-watering food, nice music, gifts, games, delicious dessert ...</p> <p>Language Function: to describe</p>
Literature	<p>Lit 5.6 I can show my personal response to the literary text I encounter.</p>	<p>comparing and contrasting two poems and answering questions about them</p>	<p>Pre-task: A video clip about fireworks is shown. The meaning of new words within the poem is explained.</p> <p>Main-task: The teacher explains what a poem is. The two poems are read twice and pupils answer questions about them. Rhyming words are explained further. Pupils answer the questions on both poems.</p> <p>Post-Task: Pupils tell the rest of the class which is their favourite poem and justify their choice.</p>	<p>PPT with audio-visual poems handout</p> <p>questions worksheet</p> <p>answers handout</p>	<p>Language Structure: present tense</p> <p>Vocabulary: fiery, buds, whirling, orchard, Catherine wheels, marigolds, Roman candles...</p> <p>Language Function: to compare poems</p>