

Year 5 Scheme of Work			Theme: Shopping		
LANGUAGE SKILL	Listening	Reading	Literature	Writing	Speaking
LEARNING OUTCOME	LV 6.1, LV 6.2	RV 6.1, RV, 6.2, RV 6.3, RV 6.7, RV 6.11, RV 6.12	LIT 6.2, LIT 6.3, LIT 6.4, LIT 6.5	WR 6.2, WR 6.4, WR 6.5, WR 6.7, WR 6.9, WR 6.16	SR 6.5, SR 6.7, SR 6.8, SR 6.15, SR 6.16
ASSESSMENT	WS: The Magician's Shop	WS: Shopping Bags	WS: Have you ever won a competition?	Book Review/ Poster	Compare and Contrast and/or Role-Play
ACTIVITY	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Introduce theme. - View video of song 'Shopping Song'. - List shops mentioned during the song. - Pre-teach vocabulary. <p>Main-Task:</p> <ul style="list-style-type: none"> - Pupils read questions. - Pupils listen to text and questions. - Pupils listen to text and questions for the second time. - Final revision. <p>Post-Task:</p> <p>Pupils come up with a list of things you can buy from the magician's shop as described in the listening text.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Explain term 'plastic' and share information about 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: 'How many Morrisons stores will be using paper bags and not plastic bags? What are bags for life? Why is Morrisons swapping the bags for life with paper bags? Who was Sten Gustaf Thulin? Why can paper bags be harmful to the environment?' - Pupils read text and look for answers to the above questions. - Discuss answers. - Read text. - Pupils work out worksheet. <p>Post-Task:</p> <p>Pupils design a logo to encourage pupils at school to recycle.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Pupils view list of different types of shops. - Introduce the sweets shop. - 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: 'What is the setting of the story? Who are the main characters in this extract? Find one word in the text, which physically describes the man. Find the sentence which shows that Charlie ate the chocolate quickly. How much change did the man give Charlie? What was 'the brilliant flash of gold'? How can you tell that the shopkeeper got excited?' - Pupils read text and look for answers to the above questions. - Discuss answers. - Read text. - Pupils work out worksheet. <p>Post-Task:</p> <p>Pupils view film clip and compare and contrast it with the reading text.</p>	<p>Book Review</p> <p>Pre-Task:</p> <p>Explain term 'book review'.</p> <p>Main-Task:</p> <ul style="list-style-type: none"> - Explain text features of a book review. - Link with Literature Lesson. - Watch book trailer of <i>Charlie and the Chocolate Factory</i>. - Explain book review writing frame. - Elicit success criteria. - Share success criteria. <p>Post-Task:</p> <p>At home, pupils read book and fill in book review.</p> <p>Poster</p> <p>Pre-Task:</p> <p>Link with Literature and Listening Lesson.</p> <p>Main-Task:</p> <ul style="list-style-type: none"> - Share and explain title (GAP). - Explain text features of an advertisement. - Share and discuss advertisement models. - Share and explain writing frame. - Elicit success criteria. - Share success criteria. <p>Post-Task:</p> <p>Pupils write the poster and share it with their classmates.</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - Explain term 'market'. View and discuss video clip. - Explain term 'shopping mall'. View and discuss video clip. <p>Main-Task:</p> <ul style="list-style-type: none"> - Share pictures with pupils. Allow pupils to look at them. - Ask: 'How are these two pictures alike? How are they different? Have you ever been to a market? What did you buy? Have you ever been to a shopping mall? What can you buy from there? Which of these two places do you like better?' <p>Pre-Task:</p> <p>Pupils ask questions about the pictures to the teacher.</p> <p>Role-Play</p> <p>Pre-Task:</p> <ul style="list-style-type: none"> - View video 'Shopping for clothes.' - Note language used. <p>Main-Task:</p> <ul style="list-style-type: none"> - Share list of clothes. - Share and explain role-play model. - Share and explain possible phrases and sentences for role-play. <p>Post-Task:</p> <p>In pairs, pupils plan, rehearse and act out role-play.</p>

RESOURCES	PPT with audio-visual clip and audio clip, worksheet, answers	PPT, reading text, worksheet, answers	PPT with audio-visual clip, reading text, worksheet, answers	PPT with audio-visual clip, book review from, success criteria, poster writing frame, title, success criteria	PPT with audio-visual clips, picture prompts, role-play phrases
LANGUAGE STRUCTURE	past tense	present tense	past tense	past tense, present tense	present continuous, present tense
VOCABULARY	distant, chime, crammed, occasions, cauldron, cautiously, rack, league, coiled, gleaming, beware, sensibly ...	scrap, biodegradable, rot, supermarket chain, trial, single-use, statistics, distributed, despite, swapping, engineer, chief executive ...	damp, bulged, cram, wolfing, marvelously ...	As in previous lessons.	See role-play handout.
LANGUAGE FUNCTION	to narrate	to inform	to narrate	to describe, to inform and instruct	to describe, to socialise