

Sports and Games – Year 3 – Scheme of Work

The Sports and Games scheme is designed on the structure that teachers should follow when planning English lessons. It starts with the receptive skills of listening and reading and gradually eases the learners into the productive skills of speaking and writing. The Literature lesson, meant to instil and foster a love of literature in learners, may be used on any day during the week. The scheme is planned over a period of five days, but teachers are free to add more lessons as they deem necessary in order to address the needs and interests of their learners. Lessons are naturally pegged to a Year 3 Learning Outcome, and as is normally the case, more than one LO can feature in a lesson. Although each lesson focuses on a separate skill, an integrated-skills approach is used across the lessons to provide a meaningful and motivating context. Grammar is embedded in each lesson and teachers can note that language structures, function and vocabulary are generally constant throughout the five lessons to ensure continuity and serve as a scaffold for learners when they are doing their speaking and / or writing task. Each lesson is accompanied by a PowerPoint presentation and supporting material such as handouts. At the end of the document, you can also find links to additional material you might want to utilise.

Year 3		Topic: Sports and Games			Week:
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
LISTENING	LS 5.2 I can understand audio-visual texts across a range of genres, identifying the main idea and specific information	<p>Questions throughout lesson.</p> <p>Worksheet with tasks (Lesson 1)</p>	<p>Pre-task: Show slide with collage of different sports. Let them look at it for a few seconds. Learners write down as many sports as they can remember. <i>Do they know the names of all the sports in the picture? What other sports do they know of? Which sports are team sports, and which are individual sports?</i></p> <p>Main task: Pre-teach vocabulary by showing pictures on the screen. Learners shout out the sport. Ask questions: <i>Do you practice any of these sports? Which one? What do you need for this sport?</i> Have them think about the equipment that you need to practise this sport. Explain that they will be listening to and viewing a boy talking about his sticker collection album.</p> <p>1st Listening: Listen to videoclip and identify 5 sports that are mentioned. Follow with Task 1 on handout. 2nd Listening: Listen to videoclip and identify equipment for each sport. Follow with Task 2 on handout. 3rd Listening: Listen for description of how each sport is played.</p> <p>Post-Task: Have learners draw a picture of themselves doing their favourite sport. Ask them to include what they wear, any equipment they use and where the sport is played. They can label their drawing or write a sentence about it.</p>	<p>Link for listening text: https://www.youtube.com/watch?v=11e9IzV2cCQ</p> <p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet</p>	<p>Language Structure: present tense</p> <p>Vocabulary: related to sports and games: scuba diving, skiing, rugby, rowing, athletics, cycling, soccer, football, basketball, swimming, tennis, court, goalpost, players</p> <p>Language Function: to describe</p>

READING	<p>R 5.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>R 5.7 I can make informed assumptions about a text or long work from its title and introductory material</p>	<p>Students will explain to classmates how to play a particular game.</p>	<p>Pre-task: Explain that in this lesson, you will be reading about a popular sport. First, have learners take a poll to see which sport is the most popular in this class (https://linkto.run/p/JQIIM8CU). Discuss results together. <i>Which sport is the most popular? Which is the least favourite one?</i> Have them look at the slide showing football and explain that you will be talking about football. Discuss these questions: <i>Is it a team sport or an individual sport? How many players are there in a team? Where is it played? What is the aim? Is it a sport for boys or girls? Or both?</i></p> <p>Main task: <i>Introducing the Text:</i> Introduce the text by saying that it is about a sports centre in Kenya called Moving the Goalposts. It is a special centre for girls only. Show the map of Kenya and photos.</p> <p>Pre-teach vocabulary: Go through photos together and elicit vocabulary as you go along. As much as possible use the words in sentences, e.g.: The girls are playing football in a playing field. After modelling a few examples, you can have learners say some sentences themselves.</p> <p>Show the text to the learners and ask questions about text type: <i>Is this a story? How do you know? Is it about something which is made up or something that is real? How can we tell?</i> Elicit that it is an information text and that it gives facts. Remind learners of key strategies (follow PowerPoint). Share key questions for learners to think about during reading: <i>What is the main idea? What are some difficulties the players face? What are some good things about this centre?</i> Read the text aloud and have learners follow along. Next, have learners read the text silently. Review some strategies when reading unfamiliar words and encourage learners to self-check for meaning while they are reading. Discuss key questions and have learners refer to the text to support their answers. Also discuss author’s purpose in writing this text.</p> <p>Post-task: Proceed with the tasks on the handout: Task 1 (True or False) and Task 2 (Vocabulary).</p> <p>Extension Idea: Do the learners attend any sports clubs/centre? What sports does this club offer? Have learners write something about this on <i>Padlet</i>.</p>	<p>Handout with Reading Text and questions Lesson 3</p> <p>PowerPoint Lesson 3 Reading</p> <p>Link for poll: https://linkto.run/p/JQIIM8CU (use this or create another one)</p> <p><i>Optional: Padlet question</i></p>	<p>Language Structure: present simple</p> <p>Vocabulary: Team sport, rectangular, football, dusty, exercising, practise, popular, goalposts</p> <p>Language Function: To inform</p>
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LITERATURE	<p>LIT 5.3 I can respond to simple poems, stories, and plays by speaking and writing briefly about how I feel about the literary texts and about the events and characters in these texts.</p>	<p>Questions throughout lesson.</p>	<p>Pre-task: Remind learners of previous lesson in which they read a text about a sports centre in Kenya. Explain that they will be reading and responding to a poem about other sports. Share success criteria for this lesson.</p> <p>Main task: Pre-teach vocab. Introduce vocabulary by showing slides. Discuss each picture briefly and draw attention to spelling patterns/rules within the words.</p> <p><i>Pre-Reading:</i> Share poem with the learners. Discuss: title of the poem, poet, how it is structured (stanzas of 4 verses each), short sentences, rhyming words.</p> <p><i>During Reading:</i> Have learners read the poem by themselves first. <i>Which words were tricky to read?</i> Encourage learners to tell you how we can improve our understanding of the poem. Explain that we will be reading the poem bit by bit and annotating it or taking down notes. Read each stanza aloud and model thinking aloud. Draw attention to words and phrases in the poem and ask questions to get the children to reflect about the underlying meanings. You can ask the learners annotate the last stanza by themselves and then come back together and discuss their notes.</p> <p><i>After Reading:</i> Have learners reflect on how the annotations help them understand the poem better. <i>Are there any parts of the poem that are still unclear? Did they expect this ending to the poem? Is the poet happy or sad with the solution? Why? At the end does the poet still think that 'Basketball is Lots of Fun'? Why? What was the writer trying to achieve? (Persuade, inform or entertain)</i></p> <p>Post-task: Learners answer questions about the poem on Kahoot or Quizizz.</p> <p>Extension Idea: Have learners look at the rhyming words. Can they write down other words that rhyme with the rhyming words in the poem?</p>	<p><i>Handout with poem and audio link</i></p> <p>PowerPoint presentation: Lesson 3 Literature</p>	<p>Language Structure: present tense: I kick, I run, There is,</p> <p>Vocabulary: court, pitch, rink, basketball, hockey, soccer, phone</p> <p>Language Function: to amuse/entertain</p>
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SPEAKING	<p>LS 5.8 I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process.</p>	<p>Questions throughout lesson.</p> <p>Oral contributions by students</p>	<p>Pre-task: Explain that in this lesson we are going to talk about people’s favourite sport. Play game Guess the Sport. First, go over the names of the sports to make sure that learners know them. Learners listen to clues and guess sport by first saying the letter, then the number. Have someone choose a sport and give clues to the rest of the class who have to guess.</p> <p>Main task: Explain that in the next activity they are going to meet some famous sport personalities. Look at the first personality and ask questions. Do you know who this person is? Read what Lionel Messi is saying and go over the useful expressions. Have learners refer to the Sports and Games Word Mat for extra support. Learners will now pretend to be a sport personality and they need to talk about their favourite sport. Using Lionel’s Messi model, elicit how learners can describe their sport. Elicit what they can say and write suggestions on the board: ‘I wear..., This sport is..., The aim is..., I practise this sport...’ Go through the slides slowly and have some learners pretend to be the famous personality. To get pupils more into the role you can pretend by saying, “Hello, Serena Williams. Would you like to tell us something about your sport?” Repeat with different sport personalities so that structures are embedded.</p> <p>Post-task: Have learners share the picture they have drawn from the previous lesson (Lesson 1). They use the same sentence starters and structures practised in the main task of this lesson to describe their sport: I play _____; This is a _____; The aim is to _____; I wear _____; I play this sport _____. Have learners record their descriptions on Vocaroo or Flipgrid.</p>	<p><i>PowerPoint Lesson 4 Speaking</i></p> <p>Sports and Games Word Mat</p> <p>Pupils’ drawings from Lesson 1.</p>	<p>Language Structure: Present simple: I play, I wear, It is ..., The aim is...</p> <p>Vocabulary: football, tennis, pitch, racket, team sport, players, kit, goal, basketball, court, gymnastics, gym, swimming, swimming pool, underwater</p> <p>Language Function: To describe one’s favourite sport</p>
WRITING	<p>W 5.9 I can write a paragraph appropriately for an audience and with a purpose.</p> <p>W5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.</p>	<p>Questions throughout lesson.</p> <p>Learners fill in their own application form.</p>	<p>Pre-task: Set the context. Explain that your friend has sent you a message to ask you about your favourite sport. Discuss genre, audience and purpose (GAP). What points should they include? Write suggestions on the board. Remind learners of speaking lesson in which they pretended to be famous sport personalities and described their job. They can also refer to Sports and Games Word mat.</p> <p>Main task: Share model message and analyse carefully (follow PowerPoint suggestions). Does this description include all the points mentioned by the learners in the pre-task? What else did Maya include?(Slide 9)</p> <p><i>Plan:</i> Share plan for your favourite sport: Volleyball. Have learners write down ideas similar to yours. Explain that at this point, they just need to</p>	<p><i>PowerPoint Lesson 5 Writing</i></p> <p>Sports and Games Word mat</p> <p>Writing a message writing frame</p>	<p>Language Structure: Writing in the present simple to describe routine: I play this sport..., I wear..., It is..., I have, I can...</p> <p>Vocabulary: related to chosen sport</p> <p>Language Function: to describe a favourite sport</p>

<p>W5.14 I can use resources to help me plan my written work and present it accurately.</p>		<p>write keywords and they don't need to elaborate. Allow some time to work and share ideas. Share success criteria for writing a message.</p> <p><i>Draft:</i> Model writing your own description on the board (use Whiteboard or Whiteboard.fi applications). <i>Have learners think of ways how the ideas can be extended into a sentence, e.g., I wonder if you can help me write something about where I play this sport. Learners can either contribute orally or write down sentences on their mini-whiteboards or on the online whiteboards. Model choosing the best sentence and explain why.</i> Read each sentence as you go along and try to involve learners as much as possible.</p> <p><i>Revise:</i> Go through the whole paragraph to improve it. Draw learners' attention to how we join two ideas together by using joining words, e.g.: and, but, because. Use SAD technique (Substitute, Add and Delete). Mark changes using another colour.</p> <p><i>Edit and Proofread:</i> Go through it once again to check for punctuation marks, capital letters, spelling mistakes, and to see that it reads well. Refer to success criteria for writing a description.</p> <p><i>Publish:</i> Re-write the description neatly on the writing frame provided so that you can send the message to your friend.</p> <p>Post-task: Students write their own message independently.</p>		
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Further Ideas for this topic:

<p>Learning Apps</p> <p>https://learningapps.org/10941765 : Various activities including listening.</p> <p>https://learningapps.org/10941765: Matching pictures to words</p> <p>https://learningapps.org/13628317: Writing words under pictures</p> <p>https://learningapps.org/4711279 : Sorting words into categories</p> <p>https://learningapps.org/7677423: Crossword (Write the words you hear)</p>	<p>British Council website</p> <p>https://learnenglishkids.britishcouncil.org/category/topics/sport</p> <p>Various games and activities on the topic Sports</p>
<p>YouTube</p> <p>https://www.youtube.com/watch?v=mHwf5wMG2pU (Guessing game)</p> <p>https://www.youtube.com/watch?v=mHwf5wMG2pU (Song)</p> <p>https://www.youtube.com/watch?v=s8Hug2ICAfQ (Listen to children describing their favourite sport)</p> <p>https://www.youtube.com/watch?v=M_kPHSc65R4 (Sports and Actions)</p>	<p>Books to Share</p> <p><i>The Sports Day</i> by Nick Butterworth & Mick Inkpen https://www.youtube.com/watch?v=ofTCUeJcI50</p> <p><i>Let's Play Basketball</i> by Charles R. Smith Jr https://www.youtube.com/watch?v=P3_il7rvcmk</p> <p><i>Goodnight football</i> by Michael Dahl https://www.youtube.com/watch?v=SPldOyck1xQ</p> <p><i>She's got this</i> by Laurie Hernandez: https://www.youtube.com/watch?v=CpNhQjBCVWY&list=PL3gBRxwIIAz2DqUdDmwT-daLkBhumijpW</p>
<p>Poems and Drama</p> <p>https://www.poetryfoundation.org/</p> <p>www.poetry4kids.com</p>	<p>Further links</p> <p>J2E – online tools for teaching and learning</p> <p>Flipgrid – assign a task and learners record themselves answering your question https://eltexperiences.com/10-websites-for-english-language-teachers/</p> <p>Nearpod – ready made lessons and activities</p> <p>whiteboard.fi – online whiteboard</p>