SCHEME OF WORK			Theme: TRAVEL		YEAR 4
LO code	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
LISTENING 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.**	questions asked orally by the teacher worksheet "A Trip Around the World"	**Pre-Task:** • Show a map with pictures of famous landmarks. Elicit from pupils the meaning of landmarks and help pupils match the landmarks with their country on the map. Ask**: What is the name of this statue? In which country can you find the Colosseum?** • Pre-teach vocabulary in the video. Give a flashcard to every pupil with either the word or the corresponding meaning. Allow pupils to go around the class and find the pupil who has the flashcard with the corresponding meaning or word. **Main-Task:** • Pair up pupils. Tell pupils that they are going on a virtual trip to the Spanish city of Murcia. After viewing the video, pairs should answer the question: **What is the video about?** • First viewing of the video clip for gist (skimming) and familiarisation. Pairs start working out the first exercise of the worksheet "A Trip Around the World". • Elicit answers from pairs. • Explain that pupils will view the video for the second time for specific details (scanning). Ask them to look for the answers to the questions written on the whiteboard. *What landmarks did you recognise in the video? What kind of map did you see in the video? What is the name of the invention? What can you see from the top of the cathedral? Why? Why were people leaving Spain? Why do you think the Murcian countryside is so rich?* • Watch the video again. • Elicit answers from pairs. • Pupils keep working the worksheet "A Trip Around the World". • Tell pupils that they are going to visit another different city, New York City. Elicit from pupils, differences that they think there will be between New York City and Murcia. • Explain that after viewing the video, pairs will answer the question: **What is the video about?** • First viewing of the video clip for gist (skimming) and familiarisation. Pairs start working out the second exercise of the worksheet "A Trip Around the World". • Elicit answers from pairs. • Explain that pupils will view the video for the second time for specific details (scanning) and look for answers to more questions. **What landmarks are mentioned in the video? What film is mentioned in the video? What is their cousin's job? What can you see in Central Park? Why is Central Park important? Why is New York called the 'city that never sleeps'?** • Watch the video again. • Elicit answers from pairs. • Pupils complete the worksheet "A Trip Around the World". **Post-Task:** At home, pupils look up three facts about Murcia and New York City and share them with their classmates the next day.	map of the world with different landmarks flashcards - *research, ancestors, continent, ocean, countryside, tower, theatre, souvenirs, invention, actress, rectangular, production, landmark, liberty, friendship, skyscrapers* link to first video, "Murcia, Spain - Educational Trip around the World" https://www.youtube.com/watch?v=ZKTZadjZFYE link to second video "New York City - Educational Trip around the World" https://www.youtube.com/watch?v=pgJKhuN6k6I worksheet "A Trip around the World"	**Language Structure:** present tense **Vocabulary:** research, ancestors, continent, ocean, countryside, tower, theatre, souvenirs, invention **Language Function:** describing a journey

| LITERATURE LIT 5.6 | I can **show my personal response** to the literary text I encounter. | questions asked orally by the teacher throughout the lesson

pupils comment on events and characters and connect text with their own experiences. | **Pre-task:**

• Show picture of Jules Verne. Share some facts about him.
• Pre-teach the vocabulary within the comic. Individual pupils hold a flashcard with a word against their forehead and the rest of the class tries to help the pupil guess the word.

Main-task:

• Compare and contrast the book *Around the World in 80 Days* with the comic.
• Elicit from pupils the differences in structure and organisation between the book and the comic (Comic strips often express messages or provide brief glances of events or stories. Key elements of a comic strip include character, setting, and plot which are all conveyed in a few frames through a combination of pictures, captions, and dialogue. It highlights only the most important elements of its targeted topic.)
• Explain to pupils that after the first reading for gist (skimming) and familiarisation, pupils will answer the question: **What is the text about?**
• Elicit answers.
• Pupils will read the comic for the second time for specific details (scanning). Afterwards they have to answer the following questions.
  In which country is the story set? What did you learn about Jean Passepartout? What does Mr Fogg decide to do? Do his friends believe him?
• Elicit answers from pupils.
• Read the text aloud (to model).
• Individual pupils start reading the text aloud.
• Discuss the following questions with the pupils to encourage text-to-self and text-to-world connections.
  Would you want to travel around the world? Is it possible to travel around the world in 80 days? What would you need to travel around the world? How are you going to plan ahead?
• Pupils answer individually by means of the app AnswerGarden.

Post-task:

At home, pupils watch the film or read the animated classic. | picture of Jules Verne

flashcards – *comic, journey, servant, acrobat, railway, bet*

book *Around the World in 80 Days*

link to comic *Around the World in 80 Days*
Around the World in Eighty Days (macmillaneducationebooks.com)

AnswerGarden | **Language Structure:**
present tense

Vocabulary:
comic, journey, servant, acrobat, railway, bet

Language Function:
describing a journey |

READING R5.3	I can **read and understand a wide range of age-appropriate texts** across genres, independently and in groups.	questions asked orally by the teacher throughout the lesson *Macmillan Language Book 4* p. 52	**Pre-task:** • Show pupils picture of an airport. Describe the picture together. • Teach meaning of vocabulary. Give each pupil a flashcard with either the word or its meaning. Pupils who have the flashcard with the word have to go around the class and find the pupil with the matching meaning. **Main-task:** • Pupils find pages 50-51 on *Macmillan Language Book 4*. Ask: **'What kind of text is this? What do you think the text is about?'** (prediction). • Elicit answers. • Explain that the pupils will read a letter. Elicit from pupils the different features of the text e.g. address, date, salutation … • Write the questions, **'What is the main topic of the text? What is the purpose of this text?'** Pupils will answer the questions after the first reading. • First reading for gist (skimming) and familiarisation. • Elicit answers. • Write further questions about the text. ***How does Kim feel about the journey? Why? Why do you think Mum made a list of things to pack? How do you think they felt when the taxi was late? How would you have felt? What else can you see from the window of the plane? What could possibly go wrong on a plane trip?*** • Pupils read the text for the second time for specific details (for scanning) and try to find the answers to the questions. • Elicit the answers. • Read the text aloud (to model). • Individually, pupils read the text aloud. • Pupils work out p. 52 of MLB 4. • Show pupils list of success criteria. Go through the success criteria that make a good reading lesson and have pupils tick the success criteria they achieved during the lesson. **Post-task:** Pupils pair up and use Padlet to write a list of things that they need to take with them when they go abroad.	picture of airport with vocabulary flashcards - *air bridge, control tower, landing lights, hangar, luggage carousel, baggage scanner, wind sock, passport* *Macmillan Language Book 4* p.50-52 success criteria Padlet	**Language Structure:** past tense **Vocabulary:** exciting, journey, suitcases, holiday, check-in, departure, passport, airport, steward, air-hostess, passenger, trolley, scanner, control tower, luggage, gate, flight ticket… **Language Function:** describing a place and activity/writing a letter

WRITING W 5.8A	I can participate in **writing for a range of purposes** and write in some genres.	informal letter (Write a letter to Kim to thank her for her letter, ask her about her journey and share with her your travelling experience.)	**Pre-task:** • Ask pupils to reread the letter on MLB4 p.50-51 and summarise the text content. • Pre-teach vocabulary. Stick flashcards with labels e.g., address, date, salutation, closing, signature … Pupils point at each feature on the letter on p. 50-51. **Main-task:** • Explain to pupils that they will reply to Kim's letter. Explain the title of the letter by focusing on the genre, audience and purpose (GAP). • Share and explain the informal letter writing frame. • Elicit from pupils the success criteria for writing an informal letter. Write these down. • Share the pupils' success criteria and compare them to their responses. • Share the writing process diagram. Explain to pupils the stages of the writing lesson by referring to the diagram. Pupils must follow these stages when writing their informal letter. **Post-task:** Individually, pupils write the informal letter to Kim.	*Macmillan Language Book 4* p.50-51 flashcards - address, date, salutation, closing, signature letter writing frame success criteria writing process diagram	**Language Structure**: past tense **Vocabulary:** address, date, greeting, sign off, weather, salutation **Language Function:** describing a place and activity/writing a letter
SPEAKING LS5.5	I can **use appropriate language and specific vocabulary** fluently to suit different purposes when interacting with others.	role play of three different airport situations; check-in, passport control, on the plane	**Pre-task:** • Show the picture of the labelled airport again and revise vocabulary. • Pupils watch a video clip (starting from 1:15) about the Scott family and their trip to the airport. After viewing the video, pupils identify the different activities which the family does at the airport. **Main-task:** • Pair up pupils and give each pair the handout with the target language used in the three situations. • Go through the target language together. • Explain that pupil A will be the ground hostess/steward and that pupil B will be the passenger. In pairs, they will rehearse the three different situations. When ready, pupils will invert roles. • Once pairs rehearse the different situations, they can act them out in front of their classmates. **Post-task:** Pupils record the role play on their tablet using the voice or video recorder.	picture of airport with vocabulary link to video clip: https://www.youtube.com/watch?v=jy88ejzrpww handout with target language tablet	**Language Structure:** present tense **Vocabulary:** check-in, ground hostess, ground steward, security, ticket, window, aisle, flight, luggage, passport, boarding, returning, leaving **Language Function:** to ask for something