

Scheme of Work		Theme: TRAVEL			Year 4
LO CODE	Learning Outcome	Assessment	Activity/Procedure	Resources Incl. Digital	Language Structure/ Language Function/ Vocabulary
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.	listening to a song about different types of transport answering questions after listening to a song	Pre-task: Pupils listen to a song and list down the means of transport mentioned. Pupils learn facts about trains. New words within the text are explained Main-task: Pupils listen to the text and questions twice. Pupils can start answering the questions during the first listening. Post-task: Pupils pretend to be in a train station and to interview a friend/relative who will be boarding a train.	PPT presentation with audio questions worksheet answers handout	Language Structure: present tense Vocabulary: railway station, travellers, announcements, delayed, platform ... Language Function: to describe
Reading	R. 5.3 I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.	questions asked by the teacher after viewing the video clip answering questions about the text	Pre-task: Pupils view a video clip where Paddington the bear is at the train station. A discussion about the video clip follows. Teacher teaches the meaning of new vocabulary found in the text. Main-task: Pupils read a text silently to learn what the text is about. It is about when Paddington, the bear is all alone at the station and there he meets a family Pupils read the text the second time and answer questions about it. Teacher reads the text the third time. Pupils answer questions on the worksheet. Post-task: Pupils compare the video clip with the text and try to find one difference and one similarity.	PPT presentation with audio-visual questions worksheet answers handout	Language Structure: present tense/ present continuous Vocabulary: adjusted, distinctly, laden, triumphantly, dimly, battered ... Language Function: to narrate and describe
Speaking	LS 5.5 I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others.	discussion based on video clip acting out a role-play	Pre-task: Pupils view a video-clip about how to buy a train ticket. A discussion follows. Main-task: Teacher elicits from pupils, sentence prompts that can be used when buying a train ticket. Pupils pretend to be buying a train ticket at the train station. In pairs they draft a role-play. Post-task: Pupils act out the role-play and reverse roles.	PPT with audio-visual clip sentence starters and prompts handout train ticket handout time-table handout	Language Structure: present tense/ present continuous Vocabulary: first/second class, single/return ticket, platform ... Language Function: to ask questions/to inform

Writing	<p>W 5.8A I can participate in writing for a range of purposes and write in some genres.</p>	<p>filling in an online form</p> <p>writing a postcard</p>	<p>Pre-task: Pupils view a video-clip about what happens to lost items at the train stations. A discussion follows.</p> <p>Main-task: Teacher explains what a lost property online form is and how to write a postcard. The G.A.P of both titles is explained. Teacher shares writing frames and goes through the two structures. Teacher elicits success criteria from pupils. Then shares the success criteria tables. Pupils fill in a lost property form. Pupils write a short postcard. Pupils self-assess their work using the success criteria provided.</p> <p>Post-task: Pupils complete the train station visual prompt.</p>	<p>online form</p> <p>postcard writing frame</p> <p>success criteria handouts</p>	<p>Language Structure: present tense/ present continuous</p> <p>Vocabulary: donated, charity, belongings, journey, abroad, relatives ...</p> <p>Language Function: to describe/to explain</p>
Literature	<p>Lit 5.6 I can show my personal response to the literary text I encounter.</p>	<p>discussing British trains</p> <p>answering questions about the poem</p>	<p>Pre-task: Pupils watch a video clip about British's Digital Railway. A discussion follows. Teacher teaches the meaning of new vocabulary found in the text.</p> <p>Main-task: Pupils view and listen to 'The Song of the Engine'. The questions are discussed. Teacher explains how personification and alliteration are used in the poem. A video clip of a nursery rhyme which makes use of personification is also shown. Pupils answer the questions on the worksheet.</p> <p>Post-Task: Pupils complete the 'At the Train Station' worksheet.</p>	<p>PPT with audio-visual</p> <p>poem handout</p> <p>poem worksheet</p> <p>picture worksheet</p> <p>answers handout</p>	<p>Language Structure: past tense</p> <p>Vocabulary: snort, puffed, laboured, track...</p> <p>Language Function: to get to know how train works</p>