LO code	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
READING R 5.5	I can **use a range of strategies to aid comprehension** and find the required information in the text.	questions asked orally by the teacher throughout the lesson. *Macmillan Language Book 2* p. 28 ex.1 *Macmillan Language Book 2* p.33 ex. 1 *Macmillan Practice Book 2* p.21	**Pre-task**: • Show picture of a sports club. Ask, '**What is a sports club?**' • Pre-teach the vocabulary within the text on MLB p.26, 27 and 33 by writing individual words on flashcards. Individual pupils hold a flashcard against their forehead while the rest of the class tries to help the pupils guess the word. • Write questions on the whiteboard. Ask pupils to read p.26-27. Tell pupils to find the answers to the questions during the first reading. ***What does the swimming pool have? What are the colours of the basketball teams? What can people do in the games room? Can you still visit the sports club if it is raining? Can the members practise more than one sport? How do you know?*** • Elicit answers from pupils. • Discuss the following questions with the pupils: ***Would you add to or change anything about this Sports Club? Why? Why is it important to practise some form of sports? Do you practise any sport?*** • Ask pupils to work out p.28 Ex. 1 orally. **Main-task:** • Ask pupils to find p. 33 on MLB 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 poster. Elicit from pupils the different poster features e.g. title, pictures … • Explain that after reading the text, pupils need to be able to answer the questions, '**What is the main topic of the text? What is the purpose of this text?**' • First reading for gist (skimming) and familiarisation. • Elicit answers. • Write further questions about the text. Pupils are to read the text again and then orally answer the questions. ***How many days a week does Palm Tree Sports Club open? Where can you play tennis? How can you contact this club? Can the members practise more than one sport? How do you know? Can you still visit the sports club if it is raining? Would you add anything? Would you change anything?*** • Pupils read the text for the second time for specific details (scanning). • Elicit the answers. • Read the text aloud (to model). • Individual pupils start reading the text aloud. • Pupils work out MLB 2 p.33. • Show pupils list of success criteria. Go through the success criteria for a good reading exercise and have pupils tick the success criteria they attained during the lesson. **Post-task:** At home, pupils work out p. 21 on *Macmillan Practice Book* 2	picture of sports club flashcards - *race, competition, equipment, racquet, chessboard, locker, changing room, pitch, court, pool hall, judo, soccer, waterslide* *Macmillan Language Book 2* p.26-28 success criteria *Macmillan Practice Book 2* p.21	**Language Structure:** present tense **Vocabulary:** indoor/outdoor, race, competition, equipment, racquet, chessboard, locker, changing room, pitch, court, pool hall, dangerous, safe… **Language Function:** describing a place/activity

LISTENING LS 5.2	I can understand audio-visual texts across a range of genres, **identifying the main idea and specific information.**	questions asked orally by the teacher worksheet "Jasper – Sports Day"	**Pre-task:** • Write 'School Sports Day' on the whiteboard. Ask pupils to share ideas and thoughts and write them down in the form of a concept map. • Pre-teach vocabulary within the video clip. Pair up pupils. Give each pair a flashcard. Ask questions e.g. ***What do we call a thin stick used by a conductor or a relay runner? (baton), What do we call a group of players forming one side in a competitive game or sport? (team) …*** The pair with the correct answer comes out and shows the flashcard with the right word. **Main-task:** • Explain that pupils will watch the cartoon, 'Jasper – Sports Day'. Afterwards they are to answer the question, **'What is the video clip about?'** Whilst viewing and listening to the video they are to work out the worksheet "Jasper – Sports Day". • First listening and viewing for gist (skimming) and familiarisation. • Elicit answers. • Write further questions on the whiteboard. ***What kind of race were the pupils participating in? Do you think Jasper is a good friend? Why? Are Jasper's friends angry at him? What other sports activities would you have included in the video clip? What do we learn from this video clip?*** • Second listening for specific details (for scanning). • Elicit answers. • Pupils continue answering the questions on the worksheet. **Post-Task:** Individually pupils draw their favourite part of the story and write a caption beneath it.	link to story Jasper – Sports Day: [Jasper - Sports day HD	Cartoons for kids - YouTube](#) flashcards - *relay race, winning post, jumper, team, baton, finishing line, cup, competition, congratulation, speed* worksheet Jasper – Sports Day	**Language Structure:** imperative present tense **Vocabulary:** relay race, winning post, jumper, team, baton, finishing line, cup, competition, congratulation, speed, equipment, shotput discus, Olympic-sized pool, long jump, high jump, coach, results, stopwatch, mountains, penguins, rope floats, lanes, swimmers, runners, cold, whistle **Language Function**: narrating a story /giving instructions
SPEAKING LS 5.17	I can **give clear instructions** to guide an activity.	in pairs/groups pupils explain to classmates how to play a game	**Pre-task:** • Ask pupils to watch 'Jasper-Sports Day' and to pay attention to Emma's instructions on how to compete in the relay race. • Give pupils the worksheet with the instructions. Pupils have to put the instructions on the worksheet in order. • Elicit the linking words from the pupils. • Pre-teach this vocabulary. Write the vocabulary on flashcards and stick them on whiteboard for reference. **Main-task:** • Ask pupils, '**What is your favourite game?'** • Pupils share their preferences. • Pair/group pupils with the same preferences. • Explain that in pairs/groups, they have to come up with instructions on how to play this game. • Pairs/groups explain the instructions on how to play the game to the rest of the class. **Post-task:** Pupils vote for the best/most favourite game. Pupils play the game that got the most votes.	link to story Jasper – Sports Day: [Jasper - Sports day HD	Cartoons for kids - YouTube](#) flashcards - *first, secondly, then, finally, materials, resources, team, time* worksheet with instructions on how to compete in a relay baton race.	**Language Structure**: imperative verbs **Vocabulary:** first, secondly, then, finally, materials, resources, team, time… **Language Function:** giving instructions

WRITING W 5.9	I can write a paragraph appropriately for an audience and with a purpose. **(instructions)**	writing set of instructions on how to play a game	**Pre-task:** • Ask pupils to mention the games discussed in the previous lesson. Write down the list on the whiteboard. • Explain that individually, pupils will write the set of instructions on how to play their favourite game. The instructions are going to be shared on the school's blog. • Revise vocabulary learnt during speaking lesson. **Main-task:** • Explain the genre, audience and purpose of this writing task (GAP) • Elicit from pupils, the different features of procedural writing e.g. title, equipment, instructions written in numbered sentences, diagrams … • Share and explain the instructions writing frame. • Elicit from pupils the success criteria for writing a detailed and easy to follow set of instructions. Write them down. • Share the success criteria table and compare their responses. • Finally share the writing process diagram. Explain to pupils the stages of the writing lesson by referring to the diagram. Pupils must follow these steps when writing their set of instructions. • Individually pupils write the set of instructions on how to play the game. **Post-task:** At home, pupils write down instructions for another game.	instructions writing frame success criteria table writing process diagram	**Language Structure:** imperative verbs **Vocabulary:** first, secondly, then, finally, materials, resources, team, time… **Language Function:** giving instructions
LITERATURE LIT 5.2	I can **read and understand literary texts**, including poetry, prose and drama, and **listen to literary texts** being performed or read aloud.	questions asked orally by the teacher worksheet 'It's Sports Day Time'	**Pre-task:** • Show photos of Sports Day activities. Ask individual pupils to describe each photo. • Pre-teach vocabulary found in poem. Write words on whiteboard. Pairs of pupils look up the meaning of the word in their dictionary. **Main-task:** • Share handout with text. Ask pupils to look at text clues. Ask, **'What kind of text is this? What do you think the text is about?'** (prediction). • Elicit answers. • Tell pupils that after the first reading, they have to answer the questions, **'What is the poem about?'** • Elicit answers. • Write more questions on the board. After second reading, pupils have to answer these questions: *Why do the participants need a cold drink? Why do the participants have to rest after the race? Why do we say 'Well done everyone'? Find some rhyming words. Do you like the poem? Why?* • Pupils read the poem again for specific details (scanning). • Elicit answers from pupils. • Teacher reads and acts out the poem (to model). • Ask for volunteers to read the poem. • Pupils work out the worksheet. **Post-task:** In groups, pupils design a banner to use during the School Sports Day.	photos of Sports Day activities dictionary worksheet: It's Sports Day Time by Sara Cox	**Language Structure:** rhyming words **Vocabulary:** fasten, jump, skip run **Language Function:** poetry, giving instructions