

SCHEME OF WORK						Theme: SPORTS AND FREETIME		YEAR 3	
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.	<p>Questions asked orally (examples in Activity/Procedure) by the teacher throughout the lesson.</p> <p>Exercise 1 on <i>Macmillan Language Book 2</i> p. 28, p.33</p> <p><i>Macmillan Practice Book 2</i> p.21</p>	<p>Pre-task: Tell students that a new Sports Club for children and teenagers is going to open in their village. Show picture. Brainstorming activity – What is a sports club?</p> <p>Pre-teach the vocabulary within the text on MLB p.26, 27, 33 by writing it on flashcards. Have students come out, hold a flashcard against their forehead and the rest of the class tries to help the student guess what the word is on the flashcard. (<i>race, competition, equipment, racquet, chessboard, locker, changing room, pitch, court, pool hall, judo soccer, waterslide</i>)</p> <p>Ask students to read p.26-27. Before reading tell students that they have to individually look for the answers to questions which will be written down on the whiteboard. <i>What does the swimming pool have? What are the colours of the basketball teams? What can people do in the games room?</i> After the reading ask further questions for comprehension. <i>Why do you need lessons for karate? What else would you include or change in this Sports Club? Why? Can the members practise more than one sport? How do you know? Can you still visit the sports club if it is raining? Why is it important to practise some form of sports? What kind of sports can you play?</i></p> <p>Conclude the pre-task by asking students to pair up and work out orally p.28 Ex. 1. Pairs share answers.</p> <p>Main-task: Before the first reading of MLB p. 33 tell students that they have to individually look for the answers to three questions which will be written down on whiteboard. <i>How many days a week does Palm Tree Sports Club open? Where can you play tennis? How can you contact this club?</i> (Write these questions on the whiteboard.) After the first reading, ask students to give you the answers.</p> <p>Students read the text for the second time and ask them to look for answers for more questions, which will be written down on the whiteboard. <i>What else would you include or change in this Sports Club? Why? Can the members practise more than one sport? How do you know? Can you still visit the sports club if it is raining? Why is it important to practise some form of sports? What kind of sports can you play?</i> After reading, discuss answers to questions.</p> <p>Students work out MLB 2 p.33</p> <p>Post-task: At home students work out p. 21 on <i>Macmillan Practice Book 2</i></p>	<p>Picture of sports club</p> <p>Flashcards - <i>race, competition, equipment, racquet, chessboard, locker, changing room, pitch, court, pool hall, judo, soccer, waterslide</i></p> <p><i>Macmillan language book 2</i> p.26-28</p> <p><i>Macmillan practice book 2</i> p.21</p>	<p>Language Structure: present tense</p> <p>Vocabulary: indoor/outdoor, race, competition, equipment, racquet, chessboard, locker, changing room, pitch, court, pool hall, dangerous, safe...</p> <p>Language Function: describing a place/activity</p>				

<p style="text-align: center;">LS 5.2</p> <p style="text-align: center;">LISTENING</p>	<p>I can understand audio-visual texts across a range of genres, identifying the main idea and specific information</p>	<p>Questions asked orally (examples in Activity/Procedure) by the teacher.</p> <p>Worksheet “Jasper – Sports Day” - Students have to circle the objects which are mentioned or seen in the video. Then they have to write which their favourite part was and justify their answer.</p>	<p>Pre-task: Tell students that the school will soon organise the annual School’s Sports Day. In order to start prepping them for it they are going to watch a video related to it. Pre-teach vocabulary within video by asking questions and using a set of flashcards for vocabulary. <i>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)</i></p> <p>Main-task: Explain to students that they will watch the cartoon Jasper – Sports Day. Whilst watching and listening to the video they are to work out the worksheet “Jasper – Sports Day”. Ask them to pay attention so by the end of the cartoon they can answer some questions which will be written down on the whiteboard. <i>What is the video about? Can you explain what the children’s race is about? Do you like its ending? After watching the video, discuss the answers.</i></p> <p>Explain that students will view the video for the second time and ask them to form pairs and look for answers for more questions which will be written down on the whiteboard. <i>Do you think Jasper is a good friend? Why? In the end are Jasper’s friends angry at him? What other sports activities would you have included in the cartoon? What lesson does this cartoon teach us? Does the cartoon remind you of a film or book you have seen or read? Why does it remind you?</i> Watch the cartoon “Jasper – Sports day” and ask pairs to give you answers. Students self-assess their answers on the worksheet.</p> <p>Post-Task: Individually students draw their favourite part of the story and write a sentence about it as a caption for their class noticeboard.</p>	<p>Link to story Jasper – Sports Day: https://www.youtube.com/Watch?v=fy8xd4pthd0</p> <p>Flashcards - <i>relay race, winning post, jumper, team, baton, finishing line, cup, competition, congratulation, speed</i></p> <p>Worksheet Jasper – Sports Day</p>	<p>Language Structure: imperative present tense</p> <p>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</p> <p>Language Function: narrating a story</p>
<p style="text-align: center;">SPEAKING LS 5.17</p>	<p>I can give clear instructions to guide an activity.</p>	<p>In pairs or groups students will explain to classmates how to play a particular game.</p>	<p>Pre-task: Ask students to re-listen to the story of Jasper and to pay particular attention to Emma’s instructions on how to compete in the relay race. Then they have to put in order the instructions on the worksheet. Then elicit from the students the linking words.</p> <p>Pre-teach this vocabulary which they will use to write instructions. (<i>first, secondly, then, finally, materials, resources, team, time</i>). Write the vocabulary on flashcards and stick them on whiteboard for reference.</p> <p>Main-task: Get the students to think about their favourite games. Students pair up and to share their preferences.</p> <p>Explain how in groups or pairs they have to come up with instructions on how to play this game.</p> <p>In groups or pairs, students explain the instructions on how to play the game to the rest of the class.</p> <p>Post-task: Students vote for the best game and say why they chose that game. The game will then be played.</p>	<p>Link to story Jasper – Sports Day: https://www.youtube.com/Watch?v=fy8xd4pthd0</p> <p>Flashcards - <i>first, secondly, then, finally, materials, resources, team, time</i></p> <p>Worksheet with instructions on how to compete in a relay baton race.</p>	<p>Language Structure: imperative verbs</p> <p>Vocabulary: first, secondly, then, finally, materials, resources, team, time...</p> <p>Language Function: giving instructions</p>
<p style="text-align: center;">WRITING W 5.9</p>	<p>I can write a paragraph appropriately for an audience and with a purpose. (instructions)</p>	<p>Individually students will write down the instructions on how to play their favourite game.</p>	<p>Pre-task – Ask students to remember the list of games discussed the previous day. Tell them to pair up, discuss what they liked and share with rest of class. Revise vocabulary learnt during speaking lesson.</p> <p>Main-task – Tell students that they have to write instructions on how to play the game because they are going to be published on the school magazine. Show students the instructions writing frame and elicit the different parts.</p> <p>Ask students to form the same group/pair with whom they had conducted the speaking activity and together write the material needed and steps of the instructions in the writing frame.</p> <p>In pairs students write the instructions</p> <p>Post-task – At home students choose an indoor game and write down the instructions for it.</p>	<p>Instructions writing frame</p>	<p>Language Structure: imperative verbs</p> <p>Vocabulary: first, secondly, then, finally, materials, resources, team, time...</p> <p>Language Function: giving instructions</p>

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 .	<p>Questions asked orally (examples in Activity/Procedure) by the teacher.</p> <p>Worksheet with questions about the poem.</p>	<p>Pre-task –Show authentic photos of the school’s Sports Day. Discuss event with students. Write ‘Sports Day’ in the middle of the interactive whiteboard and write down what every student tells you.</p> <p>Pre-teach vocabulary found in poem.</p> <p>Main-task - Before the first reading tell students that they have to individually look for the answers to the following questions: <i>What is the poem about? What is the poet describing in this poem? Can you give me examples of rhyming words?</i> (Write these questions on the whiteboard.) After the first reading, ask students to give you the answers.</p> <p>Teacher reads poem and acts it out. Then asks questions. <i>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’? What do you notice about the lines? Can you give me examples of rhyming word? Do you like the poem? Why? Does it remind you any other story or poem you have read? Why? Does it remind you of other sports activities, which happen in the world?</i></p> <p>Students read and act out the poem.</p> <p>Students work out related exercise on worksheet.</p> <p>Post-task – In class and as a group students design banner that they will use during the actual school’s Sports Day.</p>	<p>Worksheet: It’s Sports Day Time by Sara Cox</p> <p>Photos of school’s Sports Day</p>	<p>Language Structure: rhyming words</p> <p>Vocabulary: fasten, jump, skip run</p> <p>Language Function: poetry, giving instructions</p>
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