2.3(b) – Schemes of work

**LEARNING OUTCOMES**

By the end of this session participants will be able to:

- Explain the advantages of schemes of work
- Evaluate schemes of work in terms of their own teaching contexts
- Consolidate lexis connected with planning

**KEY CONCEPTS**

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<th>timetable fit</th>
<th>balance</th>
<th>recycle</th>
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<td>scheme of work</td>
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**MATERIALS**

- Longer term planning + Answer Sheet
- Schemes of work + Answer Sheet
- Practice + Answer Sheet
- Wordsearch + answer Sheet

**Procedure**

1. **Learning Outcomes**

   Explain learning outcomes for session to participants

2. **Timetable fit**

   - Remind participants of previous session (components of a lesson plan) and ask them to discuss what timetable fit is and its place in planning.
   - Feedback: this shows what learners have studied in recent lessons and how it links to future lessons. It is used to help observers to orient themselves into lessons they are observing. Generally it isn’t necessary for teachers to note this for every lesson, though they should be aware of where lessons fit and how individual lessons contribute to the syllabus.

   Though this type of information may be ‘carried in their heads’, it may be worth exploring with participants when they would actually write a description of a timetable fit (e.g. so that learning links with wider educational objectives, for reasons of accountability). The following link provides an example of a lesson plan with a good description of timetable fit: http://www.developingteachers.com/articles_tchtraining/dramalp1_sam.htm

3. **Longer term planning**

   - Write ‘scheme of work’ on board and elicit definitions.
   - Next, participants brainstorm:
     
     *What should a scheme of work contain?*
What are the advantages to teachers of having schemes of work?

Are there any disadvantages?

• Note ideas and then move on to discussion questions on Longer term planning.
• Feedback - see Longer term planning - suggested answers.

4 Schemes of work

• Distribute Schemes of work. Participants look at the example of a scheme of work and evaluate it following the focusing questions.
• Feedback - see Schemes of work - suggested answers.

If schemes of work are used, it is a good idea to reference them to the syllabus, showing how they connect to the overall plan. It may also be worth exploring the differences between schemes of work and lesson plans, ie, the latter are likely to be in far more detail. The following link from Hong Kong contains examples of schemes of work for primary and secondary pupils.


5 Practice

• The aim of this activity is for participants to reflect on a sequence of lessons they have taught in terms of the planning factors they have studied in recent sessions.
• Distribute Practice. If participants haven’t got their own examples, provide a scheme of work based on TKT sessions 2.1, 2.2, 2.3(a), 2.3(b). The questions are intended as a focus for discussing each other’s work. If the TKT plan is used, the discussion could be broadened out to the whole class.
• Feedback – see Practice- suggested answers.

6 Wordsearch

• Give out Wordsearch for a terminology review.
• Feedback – see Wordsearch - answers

7 Reflection

• Ask participants to think about the words in the word-search. Are there any they are unclear about? Work in groups to clarify what they mean and discuss how they relate to their own teaching contexts.