



Churchill Park School
Mid Term Plan – Key Stage 3 Foods and Festivals

	Week 1 Facts about Brazil Postcard Writing	Week 2 Rio de Janeiro Carnival Persuasive Writing	Week 3 Amazon Rain Forest Persuasive Writing	Week 4 Amazon Rain Forest Poetry	Week 5 Brazil Traditional Tales
English (Writing Reading Comprehension)	<p>Objective I can write a postcard I can listen to and read non-fiction texts to find information about Brazil</p> <p>Success Criteria: Support: I can say out loud what I am going to write about (S9) I can link what I hear to my own experiences (S9) Core: I can compose sentence orally (S11) I can explain clearly my understanding of what is being read to me (S11) Extension: I can plan or say out loud what I am going to write about (S12) I can read aloud books accurately (S12)</p> <p>Stimulus: Complete a KWL grid about Brazil http://www.theschoolrun.com/homework-help/brazil pictures with music</p> <p>Suggested Activities: Powerpoint about Brazil Mindmap of interesting facts or sights to be found in Brazil Choose and print picture to add to postcard. Write a postcard home about your “holiday” to Brazil</p> <p>Sensory Learning Paint the Brazilian flag Pack a suitcase (real or on paper) with items you would need to take on holiday to Brazil</p> <p>LoTC Use maps and/or internet to find out more about Brazil Write, buy a stamp and send a postcard home</p> <p>SMSC Extending knowledge and use of cultural imagery and language</p> <p>Using IT http://www.atozkidsstuff.com/brazil.html http://www.sciencekids.co.nz/sciencefacts/countries/brazil.html http://www.kids-world-travel-guide.com/brazil-facts.html Purple Mash 2 Simple – complete a factfile about Brazil</p>	<p>Objective: I can use persuasive language in my writing. I can find out about the Rio de Janeiro Carnival</p> <p>Success Criteria Support: I can say out loud what I am going to write about (S9) I can participate in discussion about what is being read to me (S9) Core: I can re-read writing to make sure it makes sense (S11) I can take turns in discussion about what is being read to me.(S10) Extension: I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocab and grammar (S13) I can retrieve and record information from non-fiction books. (S13)</p> <p>Stimulus: Use video clips from Disney film Rio https://www.youtube.com/watch?v=LSoXrR2Xec4&feature=related and/or Rio Carnival to introduce Carnival and Samba music</p> <p>Reading Comprehension -</p> <p>Suggested Activities: Powerpoint about Rio Carnival Collaborative writing to create poster advertising Rio Carnival Use information about famous Brazilians as basis for writing a persuasive text.</p> <p>Sensory Learning Make Brazilian maracas Listen/Dance to Samba music Make a carnival mask</p> <p>LoTC Look at local festivals and/or popular places such as Hunstanton fairground</p> <p>SMSC An understanding of feelings and emotions Desire to explore own and others’ views</p> <p>Using IT Use search engine to find video and audio clips about Carnival in Brazil</p>	<p>Objective: I can use persuasive language in my writing I can listen to and read non-fiction texts to find information about the Amazon Rain Forest</p> <p>Success Criteria: Support: I can say out loud what I am going to write about (S9) I can recognize and read a growing repertoire of familiar words or symbols (S8) Core: I can re-read writing to make sure it makes sense (S11) I can ask questions to improve meaning of a text. (S13) Extension: I can evaluate and make changes to my writing (S12) I can retrieve and record information from non-fiction books. (S13)</p> <p>Stimulus: Video clips about the Amazon Rain Forest https://www.youtube.com/watch?v=JEsV5rbqVnQ&t=44s https://www.youtube.com/watch?v=DgU7gsBOhUI</p> <p>Suggested Activities: Collaborative writing to write a description for a travel brochure for a trip to the Amazon Rain Forest Persuasive poster- Save the Rain Forests Sort pictures of animals found/not found in the Amazon rain forest and label Description of different rain forest animals</p> <p>Sensory Learning Make an Amazon rain forest or rain forest in a jar</p> <div style="display: flex; justify-content: space-around;">   </div> <p>LoTC Compare the birds and animals found in rain forest those found in a local forest</p> <p>SMSC Distinguish right from wrong Ability to make responsible and reasoned judgements on moral dilemmas Desire to explore own and others’ views Sense of empathy with others, concern and compassion</p> <p>Using IT Purple Mash 2 Simple – write a postcard from the Rain Forest</p>	<p>Objective: I can write a poem (shape poem, acrostic, list poem) I can identify descriptive language used in poetry</p> <p>Success Criteria: Support: I can make a contribution to group writing activities when writing in different forms (S9) I can associate sounds with rhymes, rhythms, syllables, words and symbols.(S8) Core: I can read my writing aloud to hear (S10) I can appreciate rhymes and poems and recite some by heart. (S11) Extension: I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocab and grammar (S13) I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction.(S12) I can discuss words and phrases that capture the readers’ interest and imagination.(S14)</p> <p>Stimulus: Share poems (linked to type students will be writing)</p> <p>Suggested Activities: Write an acrostic poem using the word Rain Forest Choose an animal from the rain forest and write a shape poem Write a haiku poem</p> <p>Sensory Learning Taste fruits and other food items found in the rain forest. Making rain stick musical instruments</p> <p>LoTC Record sounds of birds and compare to birdsong in rain forest</p> <p>SMSC Extending knowledge and use of cultural imagery and language</p> <p>Using IT Purple Mash 2 Simple – write a postcard from the Rain Forest</p>	<p>Objective: I can re-tell (in writing) a traditional tale I can explore a traditional tale through role play</p> <p>Success Criteria: Support :I can work in a small group to contribute to a group writing activity (S9) I am familiar with ... traditional tales. (S9) Core: I can begin to join my sentences to write a narrative (S10) sequence sentences to form a narrative (S11) I can retell stories/traditional tales and consider their particular features (S11) Extension: I can write a narrative and evaluate and make changes to my writing. (S12) I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocab and grammar (S13) I can recite some stories.(S13)</p> <p>Stimulus: Show video of familiar traditional tale such as Little Red Riding Hood. Students take turn to re-tell story and identify key features.</p> <p>Suggested Activities: Read a Brazilian traditional tale http://www.worldoftales.com/South_American_folk_tales.html Identify key features Role play re-telling of story Use story boards to re-tell story Sequence re-telling of story Adult model re-writing of tale Students use writing scaffold to write tale.</p> <p>Sensory Learning Use drama as focus for learning – use iPads to record and replay to students Orally re-tell scene using props, puppets, masks</p> <p>LoTC Trip to the library to choose traditional tales</p> <p>SMSC Ability to think through consequences of their own and others’ actions</p> <p>Using IT Find images related to story to add to story board</p>



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<p>Week 6 Brazil Traditional Tales</p>	<p>The lessons are designed to be taught as a block of 6 lessons but the two blocks can be taught in either order. Both blocks of lesson include targets focusing on postcard writing, persuasive writing, traditional tales and poetry. Within each block some lessons can also be taught in a different order. Teachers may also prefer to teach two weeks focusing on poetry rather than traditional tales.</p>
<p>Objective: I can write an alternative version of a traditional tale I can compare two different traditional tales.</p> <p>Success Criteria: Support: I can say out loud what I am going to write about (S9) I can listen to a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. (S9) Core: I can begin to join sentences to form a narrative (S10) I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction (S10) or (S12) Extension: I can draft and write in narrative, creating setting, characters and plots. (S13) I can discuss the sequence of events in books and how it's related. (S12)</p> <p>Stimulus: https://www.youtube.com/watch?v=3JmP1WzRRY&t=96s "Where the night came from" http://www.bbc.co.uk/education/clips/zyitcwx</p> <p>Suggested Activities: Complete a storyboard to change an existing traditional tale. Re-write the traditional tale set in Brazil e.g. at the Rio Carnival or in the Rain Forest</p> <p>LoTC Visit to the library to choose traditional tales</p> <p>Sensory Learning Use facts and/or pictures about Brazil as part of a Scavenger Hunt around school</p> <p>SMSC Sense of empathy with others, concern and compassion Desire to explore own and others' views Using IT Find images online to link with re-writing of traditional tale</p>	<p>Please use the accompanying NAP target sheets for the support, core and extension groups for alternative success criteria targets. For students working within the support group you may want to include speaking and listening targets as appropriate.</p> <p>The word reading strand of English can also be used as additional targets to run alongside the reading comprehension strand. Additional targets will be addressed via phonics and spelling sessions within class. Staff will also hear students read at least once a week focusing on individual targets.</p> <p>Home Learning:</p> <p>Linked to texts:</p> <ul style="list-style-type: none">• There are a number of websites containing information about Brazil The following are especially suitable to access with your child : http://www.atozkidsstuff.com/brazil.html http://www.sciencekids.co.nz/sciencefacts/countries/brazil.html http://www.kids-world-travel-guide.com/brazil-facts.html• Video clips and animated stories can also be used to familiarize your child with different traditional tales and poems• Activities at home to reinforce the verbalizing and/or the writing of sentences linked to learning in school• Encourage your child to use descriptive language to broaden their vocabulary. <p>Linked to reading:</p> <ul style="list-style-type: none">• Encourage your child to use their phonics skills to decode new and unfamiliar words• Model using picture clues, use of context or breaking a word down into segments to read difficult words• Ask questions about your child's reading e.g. Can you tell me what happens? Where does the story take place? Who are the characters?• For non-fiction texts ask questions about the contents page, the meaning of particular words or finding the answers to questions in the text.• Share "high interest" books with your child – read a gaming magazine, set of Lego instructions, lyrics to a pop song, a comic or newspaper• Ask your child to find food items from a shopping list when out shopping• Encourage your child to "read the menu" at McDonalds or at a restaurant• Visit your local library to find non-fiction books and/or traditional tales or fairy tales from Brazil <p>Linked to writing:</p> <ul style="list-style-type: none">• Look, say, cover, write, check" to help your child to learn new spellings• Break words down into syllables to read multi-syllabic words• Make spelling fun – "paint" the words in water, use play dough or sand to "write" the words, play hangman using your child' s spelling words• Encourage your child to help write a shopping list• Send a postcard to a relative when on holiday or simply to write about weekend news and activities