



	Week 1 African Traditional Tales	Week 2 African Traditional Tales	Week 3 African Traditional Tales	Week 4 Poetry	Week 5 Poetry
Subject Literacy	<p>Objective: To listen to a traditional tale from Africa. To take part in discussions about a story. To record different elements of a traditional tale (can be a familiar tale for the support group)</p> <p>Success Criteria: Support: S5 I enjoy sharing books or listening to stories for more extended periods, e.g. up to five minutes S6 I can predict elements of a narrative, e.g. filling in missing words. S8 I understand that words, symbols and pictures convey meaning. Core: S9 I can participate in discussion about what is being read to me 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. S11 I can explain clearly my understanding of what is being read to me. S11 I can retell stories / traditional tales and consider its meaning. Extension: S14 I can draw inference, e.g. characters' feelings, thoughts and motives S15 I can increase my familiarity with a wide range of books, myths/legends and traditional stories, modern fiction etc.</p> <p>Resources Anansi goes fishing (You tube reading) Copy of book (Jo) Symbols for a well known tale 'Little Red Hen'.</p> <p>Suggested Activities: Whole class listen to the story. Support: Using a familiar traditional tale discuss the different elements which pupils recognise such as good/bad characters, a task, trickery, moral outcome. Use symbols to indicate which parts of the story they recognise as it is read to them. Hold up or point to the symbols. Core: Using the African tale which you are reading to the class ask pupils to listen out for predictable parts of the story. Retell the story – orally and in writing. Sequencing the main events. Ask pupils for their opinion of Turtle and Anansi. Extension: Using the African tale encourage pupils to write about what the characters are feeling and the motives behind their actions. Could pupils predict the story outcome? Compare the story to 'The Little Red Hen'. Discuss the ending when Warthog does not believe Anansi. LOtC: SMSC Discussion about laziness. Using IT:</p>	<p>Objective: To listen to a traditional tale from Africa To reenact a story as part of a group. To compare two traditional tales, recording similarities and differences.</p> <p>Success Criteria: Support: S5 I can enjoy sharing books or listening to stories for more extended periods, e.g. up to five minutes. S6 I can predict elements of a narrative, e.g. filling in missing words. S8 I understand that words, symbols and pictures convey meaning. Core: S9 I am familiar with key stories, fairy stories and traditional tales. S10 With support, I can verbalise a simple sentence. S11 I can sequence sentences to form a narrative S11 I can begin to punctuate sentences using capital letters and !? Extension: S13 I can draft and write in narrative, creating setting, characters and plots. S14 I can evaluate and edit independently. Assess the effectiveness of my own and others' writing and suggest improvements. S16 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Resources Anansi and the moss covered rock (You tube reading) (You tube sound story – class acting and adding music for effect) Copy of book (Jo) Symbols for a well known tale such as 'Three Billy Goats Gruff'.</p> <p>Suggested Activities: Whole class to listen to the story then reenact it. Support: Sequence pictures and/or symbols for a traditional tale. Use one of the African tales if pupils followed the story well, if not use a tale that they know well such as 'Three Billy Goats Gruff'. Core: Compare the two stories. What is the same about both stories? Does Anansi get away with his trickery? Are the endings different? Which characters are your favourite and why. Write a simple narrative about Anansi and the moss covered rock – retelling any part of the story and sequencing sentences. Use a variety of joining words (and, so, but, because, then . . .) Extension: The character of Anansi is lazy and all the animals know this. How does his use his laziness? Highlight pages from the book to support your comments. How would you describe the Little Bush Deer? Compare Anansi goes fishing with Anansi and the moss covered rock.</p> <p>SMSC Discussion about stealing.</p>	<p>Objective: To listen to a traditional tale from Africa. To explain what a traditional tale is. Recognise that other countries have their own traditional tales and some are similar To modify one of the stories and write their own version.</p> <p>Success Criteria: Support: S6 I can begin to write my name in letters. I am beginning to order letters of my name. S6 I can copy letter forms, e.g. labels and/or captions, for pictures or for displays. S7 I can show awareness of the sequence of letters, symbols and words, e.g. write my name and one or two other simple words from memory. S8 I can produce letter sequences from left to right Core: S9 I can use two key words to describe an object S10 With a prompt, I use capital letters and full stops in writing. S11 I can re-read my writing to make sure it makes sense. Extension: S12 I can plan or say out loud what I am going to write about. S13 I can place the possessive apostrophe accurately with words with irregular plurals. S14 I can read my own writing aloud to the group using appropriate intonation and controlling the tone and volume so that the meaning is clear. Proof read the spelling and punctuation errors. S16 I can draft and write by narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Resources Anansi and the magic stick (You tube reading) Copy of book (Jo) Photocopy different 'endings' for Little Red Riding Hood.</p> <p>Suggested Activities: Whole class listen to the story. Support: Retell the story of Little Red Riding Hood using words/pictures/symbols. Write a simple character description for the Wolf, Granny and Red. Core: Make a list of English traditional tales which they know well. Stories were handed down orally at first so they were altered a little as they were told. Once written down a tale stays much the same. Look at the different ways which the story of Little Red Riding Hood ends. Are there other tales which end in different ways? Extension: Modify one of the stories which you have heard and rewrite part of it. Research traditional tales from other countries and see if we have heard of any of them. Using IT: Research traditional tales</p>	<p>Objective: To begin to learn a poem by heart. To use description to write a 'What am I?' poem. eg. <i>I am hard. If I break I can cut you . I am used in buildings. I keep the wind and rain out. You look through me.</i></p> <p>Success Criteria: Support: S6 I can match letters and short words. S7 I know that my own name is made up of letters. I am beginning to recognise a few letters by shape, name or sound. Core: 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 I can say out loud what I am going to write about. S10 I can discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently S11 I can learn to appreciate rhymes and poems and recite some by heart. S11 I can distinguish between homophones and near homophones.(there, their) Extension: S12 I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction. S13 I can recite some poems with interactions. S14 I can increase the legibility, consistency, and quality of my handwriting.</p> <p>Resources Jumblied by Edward Lear.(nonsense) Twinkl resources. Internet images for 'What am I' 'I am' poetry. Homophones resources on internet.</p> <p>Suggested Activities: Descriptive writing. As a class, ask pupils to suggest attributes for a table. Turn the suggestions into an 'I am' poem. A riddle. Pupils try their own version for something in the room (with varying levels of support). Read their poems to the class and see if anyone can tell what they have written about. Begin to practice the Jumblied. Aim to learn the chorus during a lesson. Support: Write 'What am I' poems to read to the class. Draw a jumbly and 'annotate' the picture. Core: Collect sets of homophones 'there' 'their' , to, two too etc. Use in sentences. Write own version They went to sea in a cup' Extension: Write a 'what am I ?' poem. Jumblied - Look at the shape of the poem. Where are the rhyming words? Made up words?(check in dictionary). Discuss how it feels to say the poem. Is it lyrical? (musical) Write own version 'The went to sea in a cup' (Twinkl)</p>	<p>Objective: To locate rhyming words in a poem. To collect rhyming words and use them to write a class poem. To practice poems to learn them by heart.</p> <p>Success Criteria: Support: S6 I can match letters and short words. S6 I can copy letter forms, e.g. labels and/or captions, for pictures. S8 I can produce letter sequences from left to right Core: S9 I can make a contribution to group writing activities when writing in different forms. S9 I can use two key words to describe an object. S10 I can use the letter name to distinguish between alternative spellings of the same sound. S11 I can compose sentences orally. S11 I am learning to appreciate rhymes and poems and recite some by heart. Extension: S13 I can recite some poems with interactions S14 I can discuss words and phrases that capture the readers' interest and imagination. S14 I can recognise some different types of poetry, e.g. free verse, narrative S14 I can prepare poems and plays to read aloud.</p> <p>Resources Daffodils by William Wordsworth (traditional) Jumblied by Edward Lear.(nonsense) Videos from the internet of 'Daffodils'.</p> <p>Suggested Activities: Introduce the traditional poem Daffodils. Listen to one or two readings of it on the internet with pictures and music (videos). Practise the Jumblied.</p> <p>Support: Describe different flowers – colour, shape, leaves. Use key words. Label parts of a flower. Core: Locate rhyming words in simple poems by listening. Highlight rhyming words and look for spelling matches. Write their own poem about something topical. Extension: Write out the Daffodil poem in the centre of an A3 page leaving room for annotations. Adult support to annotate – meaning of jocund and gay, comments about each verse, shape of the poem, rhyme, indications that it is not a modern poem. Write their own poem.</p> <p>LOtC: Take a walk to watch flowers and grass rippling in the breeze. Try to imagine how Wordsworth felt when he saw a yellow carpet of daffodils.</p> <p>SMSC Describe how it feels listening to lyrical poetry. How do they feel when they listen to the daffodil poem and the Jumblied.</p>



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Mid Term Plan – Key Stage 3 Year 9 Food and Festivals

Week 6 Poetry	2 nd half Week 7 Persuasive writing	Week 8 Persuasive writing	Week 9 Indian Traditional Tales	Week 10 Indian Traditional Tales
<p>Objective: To take part in choral speaking – reciting poems learnt off by heart. To count syllables for spoken words. To write a Haiku poem. (5 7 5)</p> <p>Success Criteria: Support: S5 I can select and recognise or read a small number of words or symbols linked to familiar vocabulary, e.g. names, people, objects and actions. S6 I can understand the connections of reading, e.g. following text left to right, top to bottom and page following page. S8 I understand that words, symbols and pictures convey meaning. Core: S10 I can read my writing aloud to hear. S11 I am learning to appreciate rhymes and poems and recite some by heart. Extension: S13 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. Discuss and record ideas. S15 I can prepare poems and plays to read aloud and perform showing understanding through information, tone and volume so that the meaning is clear to the audience.</p> <p>Resources Samples of Haiku poems.</p> <p>Suggested Activities: Practise the two poems learnt so far. Write one or two Haiku poems with the class. Ask for word contributions towards a theme such as 'Summer'. Craft it into a 3 lined poem, counting syllables so that the pattern is a line of 5, a line of 7, a line of 5 (approximately). Remove unnecessary words. Do not use the title in the poem eg. Summer Frozen lolly melts (5) Orange puddle on the ground (7) Sun blazing above. (5) Whole class count along to the 'beat' of the poem. Counting syllables (like sound buttons in phonics). Support: Collect some pictures to create a summer poem. Complete some lines of poetry such as <i>Chocolate in my (hand/pocket/mouth)</i> <i>Sweet and (sticky/tasty/messy)</i> <i>Can't share it with (you/anyone/my brother)</i> Core: Show pupils pictures to evoke summer. Ask them to write 3 lines about them, loosely linked to Haiku poetry. Extension: Follow the pattern of Haiku writing and write one of your own. Be prepared to edit it, alter words, rearrange the order of the lines etc.</p> <p>Using IT: Prepare a slideshow to illustrate your poem.</p>	<p>Objective: To listen to the opinion of others and recognise the difference between fact and opinion. To learn about the illegal ivory trade in Nigeria and create a poster to persuade countries to ban the import of ivory.</p> <p>Success Criteria: Support: S6 I can copy letter forms, e.g. labels and/or captions, for pictures or for displays. S7 I can dictate captions or simple narrative. S8 I can write from left to right. Core: S9 I am beginning to use suffixing and regular plurals S10 With support I can verbalise a simple sentence. S10 I can use question marks and exclamation marks. Use capital letters for names and personal pronouns. Extension: S12 I can use sentences with different form statements, questions and exclamation marks. S13 I can extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because and although. S15 I can use models of verbs/adverbs to indicate degrees of possibility. S16 I can distinguish between statements of facts and opinions.</p> <p>Resources BBC Newsround and video clips. Internet</p> <p>Suggested Activities: Show pupils where in the world Nigeria is. Explain the value of Ivory, what ivory is and where to find it. Show pictures of elephants who have had their tusks hacked off and explain how baby elephants become orphaned because of it. Look at what ivory is used for and ask pupils for their opinions. Is it worth it? Drama activity – Hot seat an ivory poacher and attempt to change his mind about what he does.</p> <p>Support: Create a poster of pictures and symbols to support the ban on killing elephants for their ivory. Consider ways to say 'no' such as using a red cross through a picture of word. Core: Create a poster - write a few sentences to persuade people to call for a ban on the trade of ivory. Use some facts and also their opinion of the trade. Add pictures. Extension: Write a short piece, using facts and figures obtained from the internet, about the horrific nature of the ivory trade and its implications of endangering wild elephants. Talk to the class about what they have learned and include their opinions. Using IT: Find out about the Ivory trade – facts and figures for the Extension group.</p>	<p>Objective: To write persuasively about the cruelty of poachers who kill elephants for their tusks. To find out about the WWF and its work Consider joining it as a class and pay a monthly subscription from class funds?</p> <p>Success Criteria: Support: S5 I can trace, overwrite or copy shapes and straight line patterns. S7 I can dictate captions or simple narrative. S7 I can group letters and leave spaces between them as though they are writing separate words. Core: S9 I can participate in discussion about what is being read to me. S10 I can use question marks and exclamation marks. Use capital letters for names and personal pronouns. S11 I can sequence sentences to form a narrative. Extension: S12 I can use sentences with different form statements, questions and exclamation marks. S13 I can extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because and although. S15 I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.. S16 I can provide reasoned justifications for my views.</p> <p>Resources Internet – Research the role of the World Wildlife Fund.</p> <p>Suggested Activities: Find out about the WWF Class news report – use I-pad. Breaking news. Support: Match alphabet letters to animals names. Practise tracing round an elephant using tracing paper (to improve pencil control) Dictate/copy captions for pictures about the WWF. Core: Rehearse writing questions, statements and exclamations using sentences about the Ivory trade as material. Extension: Read an article about the role of the WWF, highlight key details and summarise the main ideas.</p> <p>LOtC: Visit Banham Zoo Using IT: Research animals at Banham Zoo which are protected and endangered.</p>	<p>Objective: To listen to a traditional tale from India. To explain what a traditional tale is and to recognise that other countries have their own. To retell an Indian story – on paper.</p> <p>Success Criteria: Support: S5 I can select and recognise or read a small number of words or symbols linked to familiar vocabulary, e.g. names, people, objects and actions. S8 I can recognise or read a growing repertoire of familiar words or symbols including my name. Core: S10 I can start to predict what might happen on the basis of what has been read so far. S11 I can explain clearly my understanding of what is being read to me. Extension: S12 I can write simple sentences detailed by an adult using common exception words and punctuation taught so far. S13 I can draft and write in narrative, creating and setting, characters and plots. S14 I can compose and rehearse sentences orally, progressively building a rich, vocabulary and an increasing range of sentence structure (EA2). S16 I can perform own compositions using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>Resources The Lion and the Hare - Panchantantra (ancient Indian fables. A collection of stories on human behaviors, portrayed by animal characters. All the stories have a moral at its end, brought out beautifully by the story itself.</p> <p>Suggested Activities: Read the story The Lion and the Hare. Encourage prediction. What do you think is going to happen? Discuss the characters. Which animal is the cleverest? Why does the Lion believe the Hare? Drama activity – reenact the story with the class.</p> <p>Support: Retell the story of the Lion and the Hare. Core: Retell the story. Make a small booklet or comic strip. (2 sessions) Adult to support pupils with dividing the story up into comic strip boxes. Extension: Retell the story. Plan how to divide the entire story up into paragraphs or boxes. Adult to make sure pupils do not write lengthy descriptions or embroider the story too much. Aim to complete the story in 2 lessons.</p>	<p>Objective: To listen to a traditional tale from India. To modify one of the stories and write their own version.</p> <p>Success Criteria: Support: S7 I can group letters and leave spaces between them as though they are writing separate words. S8 I can write left to right. Core: S9 I am beginning to use suffixing and regular plurals. S10 I can use 'and' to join sentences together. Begin to join sentences to form a narrative S11 I can sequence sentences to form a narrative Extension: S12 I can learn to spell more words with contracted forms. S13 I can extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because and although. S15 I can use relative clauses beginning with who / which / where / when / whose / that or with an implied relative pronoun.</p> <p>Resources The Little Mice and the Big Elephants - Panchantantra</p> <p>Suggested Activities: Read or watch the video of the mice and the elephant. Discuss how one good turn deserves another. Change the story. Which animal could be caught in a trap? Which animal could free them? Can pupils change the animals in the story but keep the message the same? eg. What about a poor lady who spares the life of a spider when she is cleaning. How could the spider help her? The spider could scuttle under the floorboards and find lost coins, then weave a net to trap the coins. She could weave a message for the old lady to pull the edge of the floorboard up. Pull. She would find the net of coins and live happily ever after with the spider in the corner of the ceiling. One good turn deserves another. Live and let live.</p> <p>Support: Have fun changing the characters in the story. They could use a bird or a fish. Create a simple story using some words, symbols and picture Core: Discuss how they can change the story and record their proposals for change on a prepared question page eg. Which animals will you use? What are their main characteristics (wise, sharp teeth, thoughtless . . .) Extension: Write own version of a Panchantantra. Plan the story on a story map to work out details first before commencing their story.</p>



Week 11 Advertisements	Week 12 Advertisements	Week 13 Jump up week		Suggested Home Learning
<p>Objective: I can talk about features of an advert. I can say why an advert is 'good' or why it is 'not good'. I am learning to create my own advert.</p> <p>Success Criteria: Support: S8 I can show some awareness of different forms of writing, e.g. lists, letters, stories. Core: S9 I can use two key words to describe an object. S11 I can spell some common exception words Extension: S13 I can draft and write non-narrative material, using simple organisational devices. S14 I can evaluate and edit independently. Assess the effectiveness of my own and others' writing and suggest improvements. S16 I can use further organisational and presentational devices to structure text and to guide reader, e.g. heading, bullet points and underlining.</p> <p>Resources Prepared chart to record features of advertisements Adverts from magazines, brochures, newspapers Clips of TV adverts. Highlighters</p> <p>Suggested Activities: Look at examples of adverts and mark them on a prepared chart to determine if their message is clear, positive, appealing, eye catching, relevant to you. . . Does it give enough information? You could show a TV ad. and ask pupils to judge it whilst watching it. Does the sound track have more impact than the magazine adverts? Generate a class list of <u>'What makes a good advert'</u></p> <p>Support: Look at a selection of adverts for toys. Highlight which parts they like. .Choose symbols/words to say what they like/don't like about the advert. Write simple sentences using some adjectives. Core: Annotate adverts from magazines to highlight features which have been used. Make a list of powerful adjectives. Record in their books examples of word play and slogans. Find an example of an advert which they do not like. Write sentences to explain why. Extension: Recognise that adverts are another form of persuasive writing. Choose an advert to 'disect' and annotate which features have been used. Compare with an advert which they do not rate very highly. Look online for examples of clever wordplay, use of well-known people to endorse a product. Do they think that the person actually believes in the product or are they just paid to endorse it?</p> <p>Using IT: Advertisement videos showcasing word play and persuasion. Do they use famous people?</p>	<p>Objective: I can name some of the features of an advert. I can write my own advertisement.</p> <p>Success Criteria: Support: S6 I can copy letter forms, e.g. labels and/or captions, for pictures or for displays. S7 I can dictate captions or simple narrative. Core: S9 I can use finger spaces S9 I can form sentences</p> <p>S10 I can use question marks and exclamation marks. S10 I can use capital letters for names. I can use 'and' to join sentences together. Extension: S11 I can learn how to use sentences with different form - statements, questions and exclamation marks. S15 I can use relative clauses beginning with who / which / where / when / whose / that or with an implied relative pronoun.</p> <p>Resources Bag of toys, objects from the classroom, items brought in from home. i-pad</p> <p>Suggested Activities: Collect suggestions from pupils about different features of adverts which they have seen. Look at ppt 'Key Features of advertisements' (Hazel Jones) in Primary resources Take a classroom object such as a table and ask pupils to describe it. Encourage use of adjectives such as smooth, shiny, smart, stylish, wipeable etc. Write a class advert for the object.</p> <p>Support: Each pupil to choose an item. Take a photo of it with the i-pad and print out. Stick onto a sheet of A4/A3. Pupils to choose symbols or write simple adjectives to describe it. Draw lines from the word to the picture using a ruler. Think of a title for the page and write it or print it out. Make it eye catching. Write simple sentences about the item (with support). Read/show the advert to the class. Thumbs up Thumbs down – would you buy it? Core: Choose an object. Take a photo of it with the i-pad and print out. Stick onto a sheet of A4. Annotate and use arrows to point out features. Labels. Captions, Slogans. In another lesson write about the product in sentences, using conjunctions and ? and !. Extension: Look at examples of adverts printed from Primary Resources. Write your own advert. Use IT to print off photos or pictures onto a word document. Think of a slogan. Use a well-known person to endorse your advert. Use the checklist (Primary resources L.Stonier) to see which features you included in your advert. Dragon's Den activity – showcase your advert/product to the class.</p> <p>Using IT: Photos of toys/objects printed out. Word processing captions and eye catching titles.</p>			<p>Learn a poem by heart. It is excellent for memory training, rhythm, self-expression, physical awareness as well as linking with the sounds of words which improves reading abilities.</p> <p>A poem learned can be recalled with pleasure.</p> <p>Watch TV adverts and decide whether they are effective or not. Is it always clear what is being advertised? Sometimes we don't know until later on in the advert eg. car adverts, banking. Which adverts appeal to adults and which ones appeal to children? Choose one of your favourite adverts and think about why it appeals to you. Does it have a song or catchy tune? Would it be as appealing if it was just a picture in a magazine?</p>



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