



**Churchill Park School**  
**Medium Term Plan – Key Stage 3 Books and Authors**

	Week 1	Week 2	Week 3	Week 4	Week 5
English	<p><b>Objective:</b> I can write a narrative about a personal experience I can listen to/discuss a fiction text</p> <p><b>Success Criteria:</b> Support: I can use phrases with up to 3 key words to write a diary entry (S7) I can link what I hear to my own experiences (S9) Core: I can compose sentences orally to write a diary entry (S10) I can explain clearly my understanding of what is being read to me (S11) Extension: I can draft and write a narrative for a diary entry *(S13) I can listen to, discuss and express views about a wide range of...stories (S12)</p> <p><b>Stimulus:</b> Excerpt from fiction e.g. Diary of a Wimpy Kid by Jeff Kinney or Diary of Adrian Mole by Sue Townsend</p> <p><b>Suggested Activities:</b> Use diary excerpts to introduce idea of a journal or diary Model writing diary entry. Focus on writing in first person, past tense, use of language and feelings Activity – write personal diary entry Rewrite alternative version of diary entry</p> <p><b>Sensory Learning</b> Put events from diary entry in order Use visual timetable to act out and/or record diary entry for a typical school day</p> <p><b>LoTC</b> Sharing of holiday news from home</p> <p><b>SMSC</b> An understanding of feelings and emotions Desire to explore own and others' views</p> <p><b>Using IT</b> Writing a blog <a href="http://www.wimpykidclub.co.uk/teachers-resources/">http://www.wimpykidclub.co.uk/teachers-resources/</a></p> <p>*based on a personal experience</p>	<p><b>Objective:</b> I can edit and improve my sentence writing I can identify language used by the author in Oliver Twist by Charles Dickens</p> <p>Success Criteria Support: I can dictate or write a simple sentence or caption (S7) I can recognize and read a growing repertoire of familiar words or symbols (S8) Core: I can punctuate my sentences correctly and read aloud to hear. (S10) I can take turns in discussion about what is being read to me. Extension: I can evaluate and make changes to my writing (S12) I can discuss words and phrases that might capture the readers' interest and imagination (S13)</p> <p><b>Stimulus:</b> Introduce Charles Dickens and story of Oliver Twist Choose excerpt from book, film, and/or musical e.g. Oliver Twist in the workhouse, "Food Glorious Food" "Please Sir, Can I have some more?"</p> <p><b>Suggested Activities:</b> Use excerpts to focus on language (nouns, verbs, adjectives, adverbs) Model "how to improve a sentence" Guided reading text</p> <p><b>Sensory Learning</b> Taste foods – use senses to describe Sing "Food Glorious Food" Post-it collection of adjectives</p> <p><b>SMSC</b> Extending knowledge and use of cultural imagery and language</p> <p><b>Using IT</b> Use of Clicker 7 to record and edit sentences <a href="https://www.youtube.com/watch?v=3AB9poWDeDs">https://www.youtube.com/watch?v=3AB9poWDeDs</a> intro to Charles Dickens <a href="https://www.youtube.com/watch?v=hEQDIlvuy1I">https://www.youtube.com/watch?v=hEQDIlvuy1I</a></p>	<p><b>Objective:</b> I can write a diary entry about life in Victorian times I can listen to and discuss the events in the story of Oliver Twist</p> <p><b>Success Criteria:</b> Support: I can use phrases with up to 3 key words to write a diary entry* (S7) I can predict elements of narrative (S6) Core: I can compose sentences orally to write a diary entry* (S10) I can start to predict what might happen based on what has been read so far (S10) Extension: I can draft and write a narrative for a diary entry* (S12) I can predict what might happen from details stated and implied (S13)</p> <p><b>Stimulus:</b> Excerpts from Oliver Twist Charles Dickens Choose a scene from the story e.g. in the workhouse</p> <p><b>Suggested Activities:</b> Use diary writing powerpoint to reinforce key points to be included Teacher to model writing diary and/or use e.g. of a diary entry to emphasize key points. Read/watch excerpt from Oliver Twist Mind mapping in small groups to make list of events, vocabulary, feelings to include in writing. Use pictures/images to help plan/write diary entry</p> <p><b>Sensory Learning</b> Experience scene in the workhouse e.g. unpick rope and eat gruel</p> <p><b>SMSC</b> Sense of empathy with others, concern and compassion</p> <p><b>Using IT</b> <a href="http://www.bbc.co.uk/education/clips/ztm6n39">http://www.bbc.co.uk/education/clips/ztm6n39</a> Make gruel based on Victorian recipe Use iPad to video steps to make gruel</p> <p>*based on the experiences of others</p>	<p><b>Objective:</b> I can write a narrative based on a scene from Oliver Twist I can explore the story of Oliver Twist through drama</p> <p><b>Success Criteria:</b> Support: I can link ideas to dictate or write a simple sentence (S7) I can participate in discussion about what is being read to me (S9) Core: I can begin to join my sentences to write a narrative (S10) I can re-tell stories (S11) Extension: I can write a narrative and evaluate and make changes to my writing. (S12) I can identify themes and connections in a wide range of books (S13)</p> <p><b>Stimulus:</b> Excerpt from film, book or musical e.g. Fagin and the Artful Dodger or the song "You've Got To Pick A Pocket Or Two"</p> <p><b>Suggested Activities:</b> Use drama as a "talk for writing" strategy Play "Author's Chair" Hot Seating Freeze Frame Rewrite scene as a play script and act out Create storyboard/cartoon depicting story</p> <p><b>Sensory Learning</b> Use drama as focus for learning – use iPads to record and replay to students Orally re-tell scene using props, puppets, masks</p> <p><b>SMSC</b> Work successfully as a member of a group or team Distinguish right from wrong Ability to make responsible and reasoned judgements on moral dilemmas</p> <p><b>Using IT</b> <a href="https://www.youtube.com/watch?v=VogHwP0C5VY">https://www.youtube.com/watch?v=VogHwP0C5VY</a> Video drama scenes</p>	<p><b>Objective:</b> I can use descriptive language in my writing I can identify the language used to describe characters and setting in Oliver Twist</p> <p><b>Success Criteria:</b> Support :I can work in a small group to contribute to a group writing activity (S9) I can participate in discussion about what is being read to me (S9) Core: I can begin to write a sequence of sentences to describe a character from Oliver Twist (S10) I can draw on what I already know or on background information and vocabulary provided by the teacher (S10) Extension: I can draft and write a description of a character from Oliver Twist (S13 ) I can discuss words and phrases that capture the readers' interest and imagination (S13)</p> <p><b>Stimulus:</b> Video clips of characters Excerpts from book highlighting character descriptions or setting</p> <p><b>Suggested Activities:</b> Role on the Wall Who am I? Hot Seating Compare/Contrast characters from book e.g. Artful Dodger and Oliver or Nancy and Bill Sikes Use photos, illustrations or pictures from film as stimulus for describing setting or characters</p> <p><b>Sensory Learning</b> Dress up as characters from story Jigsaw picture of characters</p> <p><b>SMSC</b> Ability to think through consequences of their own and others' actions</p> <p><b>Using IT</b> <a href="https://www.youtube.com/watch?v=tFayKhoMRvA">https://www.youtube.com/watch?v=tFayKhoMRvA</a> animation using Lego</p>



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	Week 6	Week 7	Week 8	Week 9	Week 10
	<p><b>Objective:</b> I can record my ideas to re-tell Chapter 1 of Matilda by Roald Dahl I can re-tell the events in Chapter 1 of Matilda by Roald Dahl</p> <p><b>Success Criteria:</b> Support: I can say out loud what I am going to write about (S9) I can attend to and respond to a question from adults about ...stories (Speaking and Listening S7) Core: I can begin to join sentences to form a narrative (S10) I can discuss...stories at a level beyond that at which I can read independently (S10) Extension: I can write a narrative about personal experiences and those of others for different purposes (S12) I can ask questions to improve the meaning of text (S13)</p> <p><b>Stimulus:</b> Use book/film/musical to introduce story</p> <p><b>Suggested Activities:</b> Storyboard of events from Chapter 1 Comic strip to illustrate events Use character names to predict what each character will be like Write a school report based on excerpt from book</p> <p>LoTC Visit to the local library to look at books</p> <p><b>Sensory Learning</b> Use character cutouts to name characters Scavenger hunt to find character cutouts around school</p> <p>SMSC Sense of empathy with others, concern and compassion Desire to explore own and others' views</p> <p>Using IT <a href="https://www.youtube.com/watch?v=hUGHWje7liM">https://www.youtube.com/watch?v=hUGHWje7liM</a> trailer to film</p>	<p><b>Objective:</b> I can write a narrative to re-tell a chapter from Matilda I can identify the characters, setting and plot to re-tell the events from the chapter</p> <p><b>Success Criteria:</b> Support: can use phrases with up to 3 key words, signs or symbols to communicate simple ideas, events or stories I can recognize and read a growing repertoire of familiar words or symbols (S8) Core: I can sequence sentences to form a narrative (S11) I can discuss the significance of the title and events (S10) Extension: I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar (S13) I can discuss the sequence of events in books and how they're related (S12)</p> <p><b>Stimulus:</b> Use book/film/musical to provide visual/auditory stimulus</p> <p><b>Suggested Activities:</b> Use storyboard to draw and write sequence of events Order pictures to tell what happens Add captions/labels to illustration of scene from chosen chapter</p> <p><b>Sensory Learning</b> Create a song Include sensory props linked to chosen scenes from story</p> <p>SMSC Distinguish between right and wrong Ability to think through consequences of their own and others' actions</p> <p>Using IT <a href="https://www.youtube.com/watch?v=-IFdIdQpGw">https://www.youtube.com/watch?v=-IFdIdQpGw</a> Revolting Children clip from musical</p>	<p><b>Objective:</b> I can use descriptive language to write about the characters and/or settings in Matilda I can identify the language used to describe characters and/or settings in Matilda</p> <p><b>Success Criteria:</b> Support :I can work in a small group to contribute to a group writing activity (S9) I can participate in discussion about what is being read to me (S9) Core: I can begin to write a sequence of sentences to describe a character from Matilda (S10) I can draw on what I already know or on background information and vocabulary provided by the teacher (S10) Extension: I can draft and write a description of a character from Matilda (S13 ) I can discuss words and phrases that capture the readers' interest and imagination (S13)</p> <p><b>Stimulus:</b> Use excerpts from the book, film or musical to look at language used by Roald Dahl to describe characters and/or settings in Matilda</p> <p><b>Suggested Activities:</b> Choose activity to describe characters from Matilda e.g. match words/symbols to character, write an acrostic using descriptive language, create a character profile sheet Venn diagram to compare/contrast characters Create a poster using adjectives to describe character</p> <p><b>Sensory Learning</b> Use senses to describe what it feels, smell, sounds like in the Chokey Use musical instruments to create sound-scape</p> <p>SMSC Sense of empathy with others, concern and compassion Share views and opinions with others and work towards consensus</p> <p>Using IT Use IT to find images of characters from Matilda</p>	<p><b>Objective:</b> I can write a narrative based on a scene from Matilda I can create a piece of drama based on a scene from Matilda</p> <p><b>Success Criteria:</b> <b>Outcomes:</b> Support: I can contribute appropriately to 1:1 and small group discussions and role play (S7) I can predict the elements of a narrative (S7) Core: I can compose sentences orally (S11) I can predict what might happen based on what has been read so far (S10) Extension: I can begin to use punctuation correctly for direct speech (S13) I can predict what might happen from details stated and implied (S13)</p> <p><b>Stimulus:</b> Use excerpt from film to model acting of scene from story</p> <p><b>Suggested Activities:</b> Tell a story section using frozen pictures Add in their lines from the play that the characters in their section of the story say Use speech bubbles to record speech of different characters.</p> <p><b>Sensory Learning</b> Design a set for a scene from the stage production Use story cutouts to act out story</p> <p>SMSC Work successfully as a member of a group or team Provide opportunities to participate in literature, drama....and encourage pupils to reflect on significance</p> <p>Using IT Video students acting out scene from story</p>	<p><b>Objective:</b> can re-tell the story Matilda I can read my writing aloud to the class</p> <p><b>Success Criteria:</b> Support: I can dictate sentences or a simple narrative(S7) I can participate in discussion about what is being read to me (S9) Core: I can read my writing aloud to hear (S10) I can take turns in discussion about what is being read to me. (S10) Extension: I can read my writing aloud to the class using appropriate intonation and controlling the tone and volume so that the meaning is clear )S14) I can listen to and discuss a wide range of books (S13)</p> <p><b>Stimulus:</b> Use book/film to tell ending of the story</p> <p><b>Suggested Activities:</b> Write a book review of the story Write an alternative ending for the last chapter</p> <p><b>Sensory Learning</b> Provide sensory stimuli e.g. chocolate cake , the sound of a stick etc. to prompt students to recall different events from story</p> <p>SMSC Ability to think through consequences of their own and others' actions Ability to make responsible and reasoned judgements on moral dilemmas</p> <p>Using IT Use iPads to record narrative sequence to tell story</p>



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**Suggested Home Learning**

**Linked to texts:**

- Websites such as BBC and Primary History have a variety of clips and videos about Charles Dickens.
- Penguin/Usborne have children's versions of the text – Oliver Twist
- Movie clips and animated stories online can also be used to familiarize your child with the story.
- The Roald Dahl website <https://www.roalddahl.com/> has a number of links to Matilda
- 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

**Linked to reading:**

- 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 Minecraft instructions, lyrics to a Disney song, a comic or newspaper

**Linked to writing:**

- "Look, say, cover, write check" to help your child to learn new spellings
- Break words down into syllables
- Make spellings fun – "paint" the words in water, use a chalkboard, use felt pens to write words in rainbow colours
- Use rhymes, mnemonics and songs to help them remember words
- Use visual approaches such as bubble-writing or word shapes
- Put the words into sentences so the word is put into context and has meaning for your child



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