



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

	<b>Week 1 Italy Postcard Writing</b>	<b>Week 2 Carnival (Venice) Poetry</b>	<b>Week 3 Festivals in Italy Persuasive Writing</b>	<b>Week 4 Italy Poetry</b>	<b>Week 5 Italy Traditional Tales</b>
<b>English</b> (Writing Reading Comprehension)	<p><b>Objective</b> I can write a postcard I can listen to and read non-fiction texts to find information about the Carnival in Venice</p> <p><b>Success Criteria:</b> 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><b>Stimulus:</b> Share postcards from different places and read aloud to class. Share video clips about landmarks in Italy –make a list of places</p> <p><b>Suggested Activities:</b> Identify features of postcard writing Model writing postcard about “holiday” to country or choose a particular city or landmark to write about</p> <p><b>Sensory Learning</b> Go to the shops to buy a stamp for a postcard, mail postcard. Build a Leaning Tower of Pisa</p> <p><b>LoTC</b> Buy a postcard from local area e.g. Norfolk coast, Hunstanton etc.</p> <p><b>SMSC</b> An understanding of feelings and emotions Desire to explore own and others' views Extending knowledge and use of cultural imagery and language</p> <p><b>Using IT</b> <a href="http://www.twinkl.co.uk/resource/t-m-279-postcard-writing-template">http://www.twinkl.co.uk/resource/t-m-279-postcard-writing-template</a> <a href="http://dinolingo.com/blog/2011/05/04/italian-culture-for-children/#.WJwv1WLTDC">http://dinolingo.com/blog/2011/05/04/italian-culture-for-children/#.WJwv1WLTDC</a> <a href="http://www.kids-world-travel-guide.com/italy-facts.html">http://www.kids-world-travel-guide.com/italy-facts.html</a> Purple Mash 2 Simple – write a postcard about Italy</p>	<p><b>Objective:</b> I can write a poem (shape poem, acrostic, list poem) I can listen to, read and recite poetry</p> <p><b>Success Criteria:</b> 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><b>Stimulus:</b> Share poetry with students (poem does not have to be related to a particular theme). Include examples of list and shape poems.</p> <p><b>Suggested Activities:</b> Share video/audio clips about Carnival in Venice – create list of words to describe Make list or shape poem using words to describe Carnival</p> <p><b>Sensory Learning</b> Listen/Dance to carnival music Make a carnival mask</p> <p><b>LoTC</b> Find different festivals in local area e.g. Kings Lynn Festival</p> <p><b>SMSC</b> An understanding of feelings and emotions Extending knowledge and use of cultural imagery and language</p> <p><b>Using IT</b> <a href="http://dinolingo.com/blog/2011/05/04/italian-culture-for-children/#.WJwv1WLTDC">http://dinolingo.com/blog/2011/05/04/italian-culture-for-children/#.WJwv1WLTDC</a> <a href="http://www.kids-world-travel-guide.com/italy-facts.html">http://www.kids-world-travel-guide.com/italy-facts.html</a> Use search engine to find video and audio clips about Carnival in Italy</p>	<p><b>Objective:</b> I can use persuasive language in my writing I can listen to and read non-fiction texts</p> <p><b>Success Criteria:</b> 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><b>Stimulus:</b> Show video clips about different festivals from Italy e.g. Gelato Festival, Chocolate Festival, Find information about festivals using internet</p> <p><b>Suggested Activities:</b> Mind-map of sights and sounds from each festival Look at different festival posters and identify persuasive language used Choose your favourite festival and create a poster/advert using persuasive language</p> <p><b>Sensory Learning</b> Scavenger hunt around school to find pictures and facts about different festivals Chocolate/Gelato tasting</p> <p><b>LoTC</b> Identify different flavours of ice cream and brands of chocolate at the supermarket</p> <p><b>SMSC</b> Sense of empathy with others, concern and compassion Desire to explore own and others' views</p> <p><b>Using IT</b> <a href="http://www.wartgames.com/themes/countries/italy.html">http://www.wartgames.com/themes/countries/italy.html</a> <a href="http://www.theschoolrun.com/homework-help/italy">http://www.theschoolrun.com/homework-help/italy</a> Use search engine to find video and audio clips about festivals in Italy</p>	<p><b>Objective:</b> I can write a poem (shape poem, acrostic, list poem) I can listen to, read and recite poetry</p> <p><b>Success Criteria:</b> 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><b>Stimulus:</b> *or use alternative theme Brainstorm different types of pasta Pasta Tasting – brainstorm a list of adjectives to describe taste, smell and feel of pasta</p> <p><b>Suggested Activities:</b> Share Pasta Poems with students. Choose pasta e.g. spaghetti, tagliatelli, macaroni as basis for acrostic or shape poem</p> <p><b>Sensory Learning</b> Art/craft activities using pasta Sensory trays using pasta</p> <p><b>LoTC</b> Go shopping for pasta – find different kinds of pasta Field trip to Pizza Express to make pizza</p> <p><b>SMSC</b> Extending knowledge and use of cultural imagery and language An understanding of feelings and emotions</p> <p><b>Using IT</b> <a href="http://www.wartgames.com/themes/countries/italy.html">http://www.wartgames.com/themes/countries/italy.html</a> <a href="http://www.theschoolrun.com/homework-help/italy">http://www.theschoolrun.com/homework-help/italy</a> Find images of different pasta types to illustrate the poems</p>	<p><b>Objective:</b> I can re-tell (in writing) a traditional tale I can identify the features of a traditional tale</p> <p><b>Success Criteria:</b> 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 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 write a narrative and evaluate and make changes to my writing. (S12) I can recite some stories.(S13)</p> <p><b>Stimulus:</b> Choose an Italian traditional tale e.g. Romulus and Remus to share with class Use storyboard to draw/write events to re-tell story Act out story adding sound effects(music)</p> <p><b>Suggested Activities:</b> <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 Dress up as characters from story Jigsaw picture of characters</p> <p><b>LoTC</b> Trip to the library to find traditional tales from different countries</p> <p><b>SMSC</b> Work successfully as a member of a group or team</p> <p><b>Using IT</b> <a href="http://www.wartgames.com/themes/countries/italy.html">http://www.wartgames.com/themes/countries/italy.html</a> <a href="http://www.theschoolrun.com/homework-help/italy">http://www.theschoolrun.com/homework-help/italy</a> <a href="http://www.twinkl.co.uk/resources/ks2-history-myths-and-legends-romulus-and-remus">http://www.twinkl.co.uk/resources/ks2-history-myths-and-legends-romulus-and-remus</a> resources related to story including power points and writing frames</p>



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<b>Week 6 Italy Traditional Tales</b>	
<p><b>Objective:</b> I can write an alternative version of a traditional tale I can compare two different traditional tales.</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) 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 expressing views about a wide range of poetry, stories and non-fiction. (S10) or(S12) Extension: I can identify themes and connections in a wide range of books (S13) <b>Stimulus:</b> * or alternative story Read/watch story of Strega Nona by Tomie de Paula written in style of traditional tale/fairy tale <a href="https://www.youtube.com/watch?v=ULUG8IIo9-8">https://www.youtube.com/watch?v=ULUG8IIo9-8</a> <b>Suggested Activities:</b> Use story to talk about themes of responsibility, dishonesty, consequences and magic. Write your own Strega Nona story Write an alternative ending to the story LoTC Trip to library to find books by Tomie de Paula and other traditional tales <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 Dress up as characters from story Jigsaw picture of characters SMSC Sense of empathy with others, concern and compassion Desire to explore own and others' views Using IT <a href="http://www.storylineonline.net/wp-content/uploads/2016/12/StregaNona_ATeachersGuide.pdf">http://www.storylineonline.net/wp-content/uploads/2016/12/StregaNona_ATeachersGuide.pdf</a> <a href="http://wildswantheater.dreamhosters.com/wp-content/uploads/2013/06/StregaNonastudyguide.pdf">http://wildswantheater.dreamhosters.com/wp-content/uploads/2013/06/StregaNonastudyguide.pdf</a> use for background on author and story</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 adjust the length of time spent on the different genres.</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><b>Home Learning:</b></p> <p><b>Linked to texts:</b></p> <ul style="list-style-type: none"><li>• There are a number of websites containing information about Italy. The following are especially suitable to access with your child : <a href="http://dinolingo.com/blog/2011/05/04/italian-culture-for-children/#.WJwv1WLTDC">http://dinolingo.com/blog/2011/05/04/italian-culture-for-children/#.WJwv1WLTDC</a> <a href="http://www.kids-world-travel-guide.com/italy-facts.html">http://www.kids-world-travel-guide.com/italy-facts.html</a></li><li>• Video clips and animated stories can also be used to familiarize your child with different traditional tales and poems</li><li>• Activities at home to reinforce the verbalizing and/or the writing of sentences linked to learning in school</li><li>• Encourage your child to use descriptive language to broaden their vocabulary.</li></ul> <p><b>Linked to reading:</b></p> <ul style="list-style-type: none"><li>• Encourage your child to use their phonics skills to decode new and unfamiliar words</li><li>• Model using picture clues, use of context or breaking a word down into segments to read difficult words</li><li>• 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?</li><li>• For non-fiction texts ask questions about the contents page, the meaning of particular words or finding the answers to questions in the text.</li><li>• Share "high interest" books with your child – read a gaming magazine, set of Lego instructions, lyrics to a pop song, a comic or newspaper</li><li>• Ask your child to find food items from a shopping list when out shopping</li><li>• Encourage your child to "read the menu" at McDonalds or at a restaurant</li><li>• Visit your local library to find non-fiction books and/or traditional tales or fairy tales from Italy</li></ul> <p><b>Linked to writing:</b></p> <ul style="list-style-type: none"><li>• Look, say, cover, write, check" to help your child to learn new spellings</li><li>• Break words down into syllables to read multi-syllabic words</li><li>• 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</li><li>• Encourage your child to help write a shopping list</li><li>• Send a postcard to a relative when on holiday or simply to write about weekend news and activities</li></ul>



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