



Churchill Park School

Mid Term Plan – Key Stage 3 Past, Present and Future

	Week 1 Past Legends of King Arthur	Week 2 Past Legends of King Arthur	Week 3 Past Legends of King Arthur	Week 4 Past Legends of King Arthur	Week 5 Present Gangsta Granny by David Walliams
English (Writing Reading Comprehension)	<p><b>Objective:</b> I can write a narrative to re-tell a legend I can listen to and re-tell a legend</p> <p><b>Success Criteria:</b> Support: I can dictate a caption or simple narrative (S7) I can predict elements of a narrative (S6) Core: I can compose sentences orally to write a narrative (S10) I can sequence sentences to form a narrative (S11) I can discuss the significance of title and events (S10) I can explain clearly my understanding of what is being read to me (S11) Extension: I can write down ideas and or key words, including new vocabulary (S12) can draft and write a narrative S13) I can discuss the sequence of events in books and how they're related.(S12)</p> <p><b>Stimulus:</b> Discuss the difference between a myth and a legend (see resources on server) Show video clip, PowerPoint or read story to introduce the legend of King Arthur</p> <p><b>Suggested Activities:</b> Sequence story with pictures and captions and/or CIP symbols Re-tell legend using storyboard Write extended sentences using adjectives, adverbs, adding a clause or changing verb e.g. Arthur pulled the sword King Arthur successfully wrenched the metal sword from the stone. Role play the story and use to collaboratively re-tell and/or write the story <b>Sensory Learning</b> Re-create the scene in which Arthur pulls the sword from the stone. <b>LoTC</b> Opportunities at Forest school to make swords and/or re-enact scenes in woods <b>SMSC</b> An understanding of feelings and emotions Desire to explore own and others' view <b>Using IT</b> <a href="http://www.bbc.co.uk/education/clips/z3xjnp3">http://www.bbc.co.uk/education/clips/z3xjnp3</a> <a href="http://myths.e2bn.org/mythsandlegends/playstory15621-the-sword-in-the-stone.html">http://myths.e2bn.org/mythsandlegends/playstory15621-the-sword-in-the-stone.html</a> <a href="https://www.youtube.com/watch?v=RaBmWqQkKYE">https://www.youtube.com/watch?v=RaBmWqQkKYE</a></p>	<p><b>Objective:</b> I can write a character description I can identify the language used to describe the characters in the legends of King Arthur</p> <p><b>Success Criteria:</b> Support : I can use phrases with up to 3 key words to write phrases or a simple sentence (S7) 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 the legends of King Arthur (S10) I can use adjectives (expanded noun phrase) to describe (S12) 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 the legends of King Arthur (S13 ) I can use conjunctions, adverbs and prepositions to express time &amp; cause. (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. King Arthur and Merlin or the Use photos, illustrations or pictures from books or films as stimulus for describing setting or characters <b>Sensory Learning</b> Dress student in chainmail, helmet and sword <b>LoTC</b> Opportunities at Forest school to make swords and/or re-enact scenes in woods <b>SMSC</b> Extending knowledge and use of cultural imagery and language <b>Using IT</b> Use of Clicker 7 to record sentences</p>	<p><b>Objective:</b> I can write a narrative to recount a legend of King Arthur I can explore a legend of King Arthur through drama Support: I can dictate a caption or simple narrative (S7) I can take part in role play (Speaking S7) I can participate in discussion about what is being read to me (S9) Core: I can compose my sentences orally (S11) 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 recognize simple reoccurring literary language. (S12)</p> <p><b>Stimulus:</b> Read story from The Legends of King Arthur and/or show video of legend</p> <p><b>Suggested Activities:</b> Sequence the story in pictures Problem and solution worksheet Use drama as a "talk for writing" strategy Hot Seating asking and answering questions of a character from the legend. Freeze Frame 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 <b>LoTC</b> Opportunities at Forest school to make swords and/or re-enact scenes in woods <b>SMSC</b> Work successfully as a member of a group or team Distinguish right from wrong <b>Using IT</b> Video drama scenes using iPad Use clicker 7 to record sentences.</p>	<p><b>Objective</b> I can plan and write a narrative based on a legend of King Arthur I can listen to a legend of King Arthur and use to create a story map</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 sequence my sentences to write a narrative (S11) I can distinguish between print or symbols and pictures in text (S6) 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> Read story from The Legends of King Arthur and/or show video of legend Alternatively, use a story starter to introduce characters, setting and plot</p> <p><b>Suggested Activities:</b> Write a selection of titles for your legend Complete a mind-map with ideas to finish the legend. Rewrite scene as a play script and act out Create storyboard/cartoon depicting legend Write an alternative ending <b>Sensory Learning</b> Use small world figures to act out the story Use iPads to video the acting out of the legend <b>LoTC</b> Opportunities at Forest school to make swords and/or re-enact scenes in woods <b>SMSC</b> An understanding of feelings and emotions Desire to explore own and others' views <b>Using IT</b> Video drama scenes and/or take pictures of small world re-enactment using iPad.</p>	<p><b>Objective</b> I can write a set of instructions based on a scene from Gangsta Granny I can identify the language used to describe character and/or setting in Gangsta Granny</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 compose sentences orally to write a set of instructions (S11) I can use adjectives (expanded noun phrase) to describe a character from Gangsta Granny (S12) I can explain clearly my understanding of what is being read to me. (S11) Extension: I can draft and write a set of instructions using simple organizational devices (S13) I can discuss words and phrases that capture the readers' interest and imagination (S13)</p> <p><b>Stimulus:</b> Share front cover of Gangsta Granny – who wrote it? Have you read any other books by David Walliams? Read blurb and predict what might happen in story</p> <p><b>Suggested Activities:</b> Draw/label/describe what a Granny looks/dresses/acts like Read Chapter 1-2 and compare to descriptions using text from book. Read set of instructions (Ch.4 pg43) on how to pretend to brush your teeth. Write your own set of instructions Chapters 5-6 Read aloud and use excerpts to act out scenes e.g. Ben making the late night phone call to his parents or Ben finding the tin of jewels. <b>Sensory Learning</b> Use symbols/pictures to sequence and follow set of instructions e.g. making a hot drink <b>LoTC</b> Teach students how to play Scrabble. <b>SMSC</b> Extending knowledge and use of cultural imagery and language <b>Using IT</b> Read aloud instructions and video students attempting to follow them.</p>



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<p style="text-align: center;"><b>Week 6 Present Gangsta Granny by David Walliams</b></p>	<p style="text-align: center;"><b>Week 7 Present Gangsta Granny by David Walliams</b></p>	<p style="text-align: center;"><b>Week 8 Present Gangsta Granny by David Walliams</b></p>	<p style="text-align: center;"><b>Week 8 Present Gangsta Granny by David Walliams</b></p>	<p style="text-align: center;"><b>Week 10 Future Iron Man by Ted Hughes</b></p>
<p><b>Objective:</b> I can record my ideas to recount a chapter from Gangsta Granny I can create a piece of drama based on a scene from Gangsta Granny</p> <p><b>Success Criteria:</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 sequence sentences to form a narrative (S11) I can predict what might happen based on what has been read so far (S10) Extension: I can write a narrative about personal experiences and those of others for different purposes (S12) I can predict what might happen from details stated and implied (S13)</p> <p><b>Stimulus:</b> Read Chapter 9-10 in which Granny tells Ben about being a jewel thief and the time she stole her first diamond ring.</p> <p><b>Suggested Activities:</b> Stop at the part where Lord Davenport shoots at Granny. What happened next? Re-enact the scene using freeze frame to show what happened. Students to add their own ending to chapter. Create a Wanted poster with reward for catching the most wanted jewel thief in the world. Read Chapter 11-12 and compare what happened to students predictions.</p> <p><b>Sensory Learning</b> Dress up as Granny (make wig, flowery dress, wrinkled tights, odd slippers and cabbage) 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 Using IT Video students acting out scene from story Use ICT to create Wanted poster</p>	<p><b>Objective</b> I can write a narrative based on a scene from Gangsta Granny I can explore the story of Gangsta Granny through role play</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 ask questions to improve the meaning of text. (S13)</p> <p><b>Stimulus:</b> Read Chapter 13 in which Granny recounts stories of how she stole the various jewels Allow time to read Chapters 14-19 or choose key scenes – Ben dreaming about the headlines in the newspaper and Ben’s planning of the heist</p> <p><b>Suggested Activities:</b> Use drama as a “talk for writing” strategy Hot Seating or Author’s Chair Role play TV News reporting the stealing of the crown jewels Create a storyboard recounting one of Granny’s stories of how she stole the jewels. Work in small groups to plan the stealing of the crown jewels – record using storyboard Reading comprehension questions relating to these chapters</p> <p><b>Sensory Learning</b> Scavenger hunt around school to follow clues and find hidden jewels</p> <p><b>LoTC</b> Find hidden jewels at Forest School</p> <p><b>SMSC</b> Distinguish between right and wrong Ability to think through consequences of their own and others’ actions</p> <p><b>Using IT</b> Record TV news report of the stealing of the Crown Jewels Research the Tower of London and create a fact file.</p>	<p><b>Objective</b> I can write instructions based on a scene from Gangsta Granny I can answer questions about Gangsta Granny</p> <p><b>Success Criteria:</b> Support: I can show some awareness of different forms of writing (S8) I can participate in discussion about what is being read to me (S9) Core: I can compose my sentences orally (S11) I can discuss the sequence of events and say how they are related. (S12) Extension: I can use conjunctions, adverbs and prepositions to express time and cause (S13) I can discuss and explain the meaning of words in context (S13)</p> <p><b>Stimulus:</b> Read Chapters 20-26</p> <p><b>Suggested Activities:</b> Pretend there is hidden treasure in school. Write a set of instructions telling how you would steal it without anyone knowing. Use pictures from book as visual prompts to describe Ben’s plan for stealing the Crown Jewels Create a storyboard to recount Ben’s plan for stealing the crown jewels. Reading comprehension questions relating to these chapters</p> <p><b>Sensory Learning</b> Play hide and seek to hide “treasure” in the classroom Dress up as Burglars e.g. stripy shirt, mask</p> <p><b>LoTC</b> Play “Steal the Keys”</p> <p><b>SMSC</b> 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><b>Using IT</b> Use iPads to video and/or take pictures</p>	<p><b>Objective</b> I can use punctuation correctly to recount the ending of Gangsta Granny I can</p> <p><b>Stimulus:</b> Read Chapters 27 to end</p> <p><b>Success Criteria:</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 use question marks and exclamation marks in sentences (S10) I can make inferences based on what has been said or done (S11) Extension: I can use punctuation correctly in sentences (S12) I can ask and answer questions about the story (S12)</p> <p><b>Stimulus:</b> Read and/or watch end of Gangsta Granny Does the story end the way you expected? What do you think Ben would have wanted the vicar to say about his grandma?</p> <p><b>Suggested Activities:</b> Choose sentences from story with missing punctuation. Model how to correct sentences using capital letters, full stops and exclamation marks Sequence sentences correctly to re-tell the end of the story Paired activity to ask and answer questions relating to text.</p> <p><b>Sensory Learning</b> Use story cutouts to act out story Add sensory props to re-read story</p> <p><b>SMSC</b> A sense of empathy with others</p> <p><b>Using IT</b> Record ending of story using sensory props and/or story cutouts.</p>	<p><b>Objective</b> I can write a character description of the Iron Man falling from the cliff I can identify the language used by Ted Hughes to describe the Iron Man</p> <p><b>Success Criteria:</b> Support: I can dictate captions to describe the Iron Man (S7) I can use phrases with up to 3 key words, signs or symbols to communicate simple ideas, events or stories to others (Speaking S7) Core: I can begin to write a sequence of sentences to describe the Iron Man (S10) I can use adjectives (expanded noun phrase) to describe (S12) 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 the Iron Man (S13) I can discuss words and phrases that capture the readers’ interest and imagination (S13)</p> <p><b>Stimulus:</b> Read opening chapter of the Iron Man. Watch BBC clip showing Iron Man falling from cliff top. <a href="http://www.bbc.co.uk/programmes/p011mxw2">http://www.bbc.co.uk/programmes/p011mxw2</a></p> <p><b>Suggested Activities:</b> Draw and/or label picture of the Iron Man or a Before and After picture Identify powerful verbs used by Ted Hughes to describe Iron Man – use to write a description Read aloud – call and response...”Nobody knows” Reading comprehension questions</p> <p><b>Sensory Learning</b> Make a model of the Iron Man Use musical instruments to accompany the Iron Man falling from the cliff</p> <p><b>LoTC</b> Scavenger hunt around school to find Iron Man body parts e.g. bolts and nuts, metal</p> <p><b>SMSC</b> A sense of empathy with others.</p> <p><b>Using IT</b> <a href="https://www.youtube.com/watch?v=fZPb95E_S0_Q">https://www.youtube.com/watch?v=fZPb95E_S0_Q</a> play Chapter 1</p>



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Week 11 Future Iron Man by Ted Hughes	Week 12 Future Iron Man by Ted Hughes	Week 13 Future Iron Man by Ted Hughes	Week 14 Future Iron Man by Ted Hughes	Additional Targets
<p><b>Objective</b> I can use my own ideas to create a scene based on the story the Iron Man</p> <p>I can ask and answer questions about the text (Chapter 2-3)</p> <p><b>Success Criteria:</b></p> <p>Support: I can copy labels and/or captions for pictures (S6)</p> <p>I can listen, attend and follow stories for short stretches of time (Listening S7)</p> <p>Core: I can read my writing aloud to hear (S10)</p> <p>I can take turns in discussion about what is being read to me and listen to what others say. (S10)</p> <p>Extension: I can re-read writing to check it makes sense (S12)</p> <p>I can ask and answer questions (S12)</p> <p><b>Stimulus:</b> Read Chapter 2-3</p> <p><b>Suggested Activities:</b></p> <p>Why did Hogarth feel guilty? Link with PSHE session</p> <p>What would you do with the Iron Man? design a trap to capture the Iron Man</p> <p>Present ideas to class</p> <p>Write a menu for Iron Man to eat</p> <p>Reading comprehension questions related to chapters</p> <p><b>Sensory Learning</b></p> <p>Iron Man eats metal – choose from a range of metal objects to create a meal for Iron Man.</p> <p><b>LoTC</b></p> <p>Find metal objects in and around school</p> <p><b>SMSC</b></p> <p>Show respect for people, living things, property and the environment</p> <p>A sense of empathy with others, concern and compassion</p> <p><b>Using IT</b></p> <p>Take photos of completed meals</p> <p>Take photos/videos of elements of trap design</p> <p><a href="https://www.youtube.com/watch?v=fZPb95ES0_Q">https://www.youtube.com/watch?v=fZPb95ES0_Q</a> School Animation - play Chapter 2</p>	<p><b>Objective</b> I can write instructions to assemble the Iron Man</p> <p>I can sequence instructions to assemble the Iron Man</p> <p><b>Success Criteria:</b></p> <p>Support: I can dictate captions (S7)</p> <p>I can follow instructions with 4 key words, signs symbols (Listening S7)</p> <p>Core: I can use capital letters and full stops in my writing (S10)</p> <p>I can draw on what I already know or on background information and vocabulary provided by the teacher (S10)</p> <p>Extension: I can write down ideas and key words including new vocabulary (S12)</p> <p>I can discuss and clarify the meaning of words (S12)</p> <p><b>Stimulus:</b> Discuss the Iron Man's decision to go to Australia to Read excerpt from text in which Iron Man is taken apart to be flown to Australia</p> <p><b>Suggested Activities:</b></p> <p>Conscience Alley – choose volunteers to act as Iron Man and walk down an alley formed by the students offering advice as to whether Iron Man should help to get rid of Space Bat Angel Dragon</p> <p>Sequence instructions to put the Iron Man back together again</p> <p>Write your own instructions using imperative verbs to assemble the Iron Man</p> <p>Follow instructions to reassemble model</p> <p><b>Sensory Learning</b></p> <p>Use metal objects /meccano etc. to make your own version of the Iron Man</p> <p><b>SMSC</b></p> <p>A sense of empathy with others, concern and compassion</p> <p><b>Using IT</b></p> <p>Video conscience alley</p> <p>Take photos of reassembly of Iron Man</p> <p><a href="https://www.youtube.com/watch?v=fZPb95ES0_Q">https://www.youtube.com/watch?v=fZPb95ES0_Q</a> School Animation - play Chapter 3</p>	<p><b>Objective</b> I can write a newspaper report about the battle of Space Bat Angel Dragon and Iron Man</p> <p>I can describe the battle between Space Bat Angel Dragon and Iron Man</p> <p><b>Success Criteria:</b></p> <p>Support: I can dictate a caption or simple narrative (S8)</p> <p>I can link ideas or add new information using words or symbols (Speaking S7)</p> <p>I can understand words, symbols and pictures convey meaning (Reading S8)</p> <p>Core: I can compose sentences orally (S11)</p> <p>I can Discuss the significance of the title and events. (S10)</p> <p>Extension: I can plan or say out loud what I am going to write about (S12)</p> <p>I can discuss the sequence of events in books and how they are related (S12)</p> <p><b>Stimulus:</b> Read Chapter 4- 5</p> <p>Identify key features of newspapers – headlines, headings, use of pictures, language used</p> <p><b>Suggested Activities:</b></p> <p>Create a range of newspaper headlines</p> <p>Write a newspaper report describing the battle between Iron Man and Space Bat Angel Dragon</p> <p>Ask and answer questions to use as the basis for a newspaper report</p> <p>Use symbols and/or pictures to tell story of battle.</p> <p><b>Sensory Learning</b></p> <p>Create a soundscape to create the atmosphere in the battle</p> <p><b>LoTC</b></p> <p>Tests of strength – challenge students in arm wrestling or a tug of war</p> <p><b>SMSC</b></p> <p>An ability to distinguish right from wrong, An ability to think through the consequences of their own and others actions</p> <p><b>Using IT</b></p> <p>Film "interview between newspaper reporter and Iron Man or Space Bat Angel Dragon</p> <p><a href="https://www.youtube.com/watch?v=fZPb95ES0_Q">https://www.youtube.com/watch?v=fZPb95ES0_Q</a> School Animation - play Chapter 4-5</p>	<p><b>Objective</b> I can compare the story book The Iron Man with the film version The Iron Giant</p> <p>I can compare the story book The Iron Man and the film version The Iron Giant</p> <p><b>Success Criteria:</b></p> <p>Support: I can contribute appropriately in small group discussion (Speaking S7)</p> <p>I can participate in discussion about what is being read to them (S9)</p> <p>Core: I can</p> <p>I can Discuss a wide range of... stories at a level beyond that at which I can read independently (S10)</p> <p>Extension: I can</p> <p>I can ask and answer questions (S12)</p> <p><b>Stimulus:</b> Recap story of Iron Man</p> <p>Watch Iron Giant</p> <p><b>Suggested Activities:</b></p> <p>Make list of how story and film are the same or different</p> <p>Which did you prefer? Why?</p> <p>Did the Iron Man look the same?</p> <p>If you had to make a sequel to the film what would it be called? What would happen in it?</p> <p>Share excerpt from the sequel to the book The Iron Woman by Ted Hughes</p> <p><b>Sensory Learning</b></p> <p>Act out favourite scene from film.</p> <p><b>SMSC</b></p> <p>Share views and opinions with others, and work towards consensus</p> <p><b>Using IT</b></p> <p><a href="https://www.youtube.com/watch?v=-itK_X58IRg">https://www.youtube.com/watch?v=-itK_X58IRg</a> video clip of Ted Hughes</p> <p><a href="https://www.youtube.com/watch?v=1HNVbDI8CQM">https://www.youtube.com/watch?v=1HNVbDI8CQM</a> Animated clip</p> <p>Make an animated film version based on the video clips that have accompanied the lessons</p>	<p>Speaking and Listening targets can be added where appropriate for students working below S7</p> <p>The word reading strand of English can also be used as additional targets to run alongside the reading comprehension strand.</p> <p>Cross curricular links may also be made to link with other subject areas</p> <p>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>Please see the additional NAP targets which may be used as alternative learning outcomes to meet the individual needs of students.</p> <p><b>Suggested Additional Activities:</b></p> <ul style="list-style-type: none"> <li>Students choose their favourite book and write a book review</li> <li>Use ICT to create a promotional poster advertising one of the books</li> <li>Find other books by David Walliams or Ted Hughes to read with class.</li> <li>Students choose own favourite book from library and identify characters, setting, plot</li> <li>Share a variety of picture books (set in past, present or future) with class.</li> </ul>



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**Home Learning:**

**Linked to texts:**

- Video clips and animated stories can also be used to familiarize your child with different myths and legends and stories linked to these texts. Activities at home to reinforce the verbalizing and/or the writing of sentences linked to learning in school. There are also a number of film versions and animated clips online that will help your child to understand the stories more fully and to reinforce learning.

**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
- Break words down into syllables to read multi-syllabic 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 other stories by David Walliams such as Billionaire Boy or Boy in a Dress

**Linked to writing:**

- Look, say, cover, write, check" to help your child to learn new spellings
- Break words down into syllables to write 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
- Use your child's interests e.g. write down the teams and scores for football matches, make a list of favourite Pokemon characters