

Medium Term Plan 2021/22 Subject: English Term: Autumn 1 Topic from LTP: Reading Fiction

Lessons per week: 4 Group(s): Core Rowsell, Core Wood, Core Johnson

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

Students will read for pleasure and information through a range of material, including stories, scripts, poetry and other imaginative writing.

Students will plan, draft, edit and proof-read their own writing to reflect the audience and purpose for which it was intended.

Students will consolidate and build on their knowledge of grammar and vocabulary through reading Standard English, using it confidently in their own writing and speech.

Independence: Students will undertake tasks which require them to work independently to increase self-confidence and learning skills.

Communication: Students will develop communication skills through working with others in pair and group work.

Achievement: Students will demonstrate achievement by undertaking practice exam questions with the skills they have developed and consolidated in their English lessons. These skills will transfer and lead to Functional Skills English E1, E2, E3, Level 1 & Level 2.

Each week will look slightly different depending on the class, and their level of ability.

All activities will be differentiated and made accessible to all learners depending on individual student ability and confidence.

Students will access Lexia Learning once fortnightly.

| | Topic | Learning Objectives | Tasks | Assessed LO |
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| W1 | <p>Author Research</p> <p>H. G. Wells</p> <p>Context</p> | To acquire knowledge about the life and background of the author H. G. Wells. | <p>Using 5W's as a tool, create an author research mind map about H. G. Wells.</p> <p>Use research skills to gather information about the author H. G. Wells to create an author profile.</p> <p>Find at least 2 interesting facts about the author's life.</p> | <p>Mind map.</p> <p>Author profile.</p> <p>Gathering and sharing information.</p> |
| W2 | <p>Introduction to Time Travel.</p> | To develop an understanding of the context of The Time Machine. | <ul style="list-style-type: none"> • If you could travel to any time, what time would it be and why? • What problems might a time traveller face? • If you went to the past and could change one thing, what would it be? | <p>Gathering and sharing information.</p> <p>A written summary.</p> <p>Time Travel wall display poster.</p> |
| W3 | <p>The Time Machine by H. G. Wells.</p> <p>Retrieving key information.</p> | To identify and analyse key quotations in an extract from The Time Machine. | <ul style="list-style-type: none"> • What words or phrases come to mind when you look at the image? Write them around the image. • What can you infer about the men in the image? What kind of class are they come? • The men are all in important roles in society – one is a medical man, one is a psychologist, one is a mayor, etc. | <p>A prediction about how people might react to time travel.</p> <p>Have key quotations been identified from a text.</p> |

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| | <p>Analysis.</p> <p>Reading comprehension.</p> | | <p>What might you expect about their reaction to the Time Traveller and his Time Machine, and why?</p> <ul style="list-style-type: none"> • How do the characters feel about the time machine and time travel? What gives you that impression? | <p>An analysis of the effect of language choices.</p> <p>Compare notes with a partner.</p> |
| W4 | <p>The Future World</p> <p>Retrieving key information.</p> <p>Analysis.</p> <p>Reading comprehension.</p> <p>Using spoken language to develop understanding.</p> | <p>Use discussion to comment on how the author uses language to achieve effects and keep the reader engaged.</p> | <ul style="list-style-type: none"> • ‘Our World’ word wall activity – how would you describe our world. • ‘My Future World’ activity. • The Time Machine extract – How does the writer use language to show how different the world is in future? | <p>A description of our expectations of a future world.</p> <p>‘Think – Pair – Share’.</p> <p>Feedback and discussion as a class.</p> |
| W5 | <p>The Underworld</p> <p>Working in groups</p> <p>Analysis</p> | <p>Identify and comment on the mood and atmosphere in an extract about the underworld from The Time Machine by H. G. Wells.</p> | <ul style="list-style-type: none"> • (Image of the mouth of a cave) - take notes of any words that the image makes you think of. • How does it make you feel? Does it make you ask questions? • The Time Machine extract – How is mood and atmosphere created in this part of the text? • Struct | <p>A word bank.</p> <p>‘Think – Pair – Share’.</p> <p>A written response.</p> |

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| | | | <ul style="list-style-type: none"> • • ured writing activity. | |
| W6 | <p>The End of the World</p> <p>Working in groups</p> <p>Analysis</p> <p>Reading comprehension</p> <p>Evaluation</p> | To evaluate and comment on the writer's use of language and structure in The Time Machine by H. G. Wells. | <ul style="list-style-type: none"> • Feedback and discuss as a class about what they have found out about the world in the future. • The Time Machine extract – the author uses the description of the dying Earth in the future as a warning to mankind. How far do you agree with this statement? <ul style="list-style-type: none"> • Think about own thoughts and feelings about how the scene is described, • How the writer has created these thoughts and feelings? • Structured writing activity. | <p>'Think – Pair – Share'.</p> <p>A written response.</p> |
| W7 | Assessment and targeted intervention week. | Assessment and targeted intervention week. | Assessment and targeted intervention week. | Assessment and targeted intervention week. |