

Medium Term Plan 2021/22 Subject: English Term: Spring 1 Topic from LTP: Beyond Normal

Lessons per week: 4 Group(s): Fuller and Tomlin

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
W1	<p>Film Studies/Adaptations of Fiction</p> <p><i>Alice's Adventures in Wonderland by Lewis Carroll</i></p>	<p>To acquire knowledge about the book, author, illustrator, and the Liddell sisters.</p>	<p>Using 5Ws as a research tool, create interesting, key-fact profiles of:</p> <ul style="list-style-type: none"> • Lewis Carroll • Sir John Tenniel • The Liddell sisters <p>CJ - Use research skills to gather information about Lewis Carroll to create a Spotlight on the Author wall display.</p> <p>Listen to Solitude – guided discussion.</p>	<p>Gathering and sharing information.</p> <p>Completed subject profiles.</p> <p>CJ- Completed wall display.</p>
W2	<p>Film Studies/Adaptations of Fiction</p> <p><i>Alice's Adventures in Wonderland by Lewis Carroll</i></p> <p>Entering Wonderland</p>	<p>Guided reading- to develop an understanding of the context of, and characters in, Alice's Adventures in Wonderland</p> <p>Shared reading - to develop an understanding of meaning, organisation, language and features, and purpose, viewpoints, and effects.</p> <p>Identify what a film is.</p> <p>Identify key features of a film.</p>	<ul style="list-style-type: none"> • Before entering Wonderland • Down the rabbit-hole • Size matters • A caterpillar, a Duchess, a cat and a tea party • Style • Setting • Characters • Themes • Extract 1 <p>Listen to Jabberwocky – guided discussion. What is a nonsense poem? BBC Bitesize, https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/zgbyw6f</p> <p>Discuss what a film is, looking at the differences between different media.</p> <p>List the key features of a film.</p>	<p>Complete tasks.</p> <p>Write a nonsense poem.</p> <p>List of the key features of a film.</p>

W3	<p>Film Studies/Adaptations of Fiction</p> <p><i>Alice's Adventures in Wonderland by Lewis Carroll</i></p> <p>SPaG</p>	<p>To use the passive voice to change the effect of a sentence.</p> <p>To enjoy wordplay with homophones and other easily confused words.</p> <p>To spell some words with 'silent' letters.</p> <p>To use the perfect form of verbs to mark relationships of time.</p> <p>To identify how music sets a scene and creates a mood.</p>	<ul style="list-style-type: none"> • Active or passive? • Check that word • Silent-letter croquet • Perfect tenses • Tell me more • Consistency matters • Extract 2 <p>Active and passive voice: BBC Bitesize, https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zkttng8#zmpbvwx1</p> <p>Watch different clips from Disney's Alice in Wonderland and comment on how each clip makes you feel. (Three different genres of music)</p>	Complete tasks.
W4	<p>Film Studies/Adaptations of Fiction</p> <p><i>Alice's Adventures in Wonderland by Lewis Carroll</i></p> <p>Plot, character and setting</p>	<p>To increase familiarity with a wide range of books.</p> <p>To draw inferences about characters.</p> <p>To identify and discuss a theme.</p> <p>To ask questions to demonstrate their understanding and answer questions using evidence from the text.</p>	<ul style="list-style-type: none"> • A Wonderlandscape • Getting to know Alice • Identifying themes • Asking questions • Tell me the truth • A dry race • When I woke up • Navigating Wonderland • Extract 3 	Completed tasks.

		<p>To distinguish between statements of fact and opinion.</p> <p>To identify how language and presentation contribute to meaning.</p> <p>To identify how ... structure... contributes to meaning.</p> <p>To distinguish between fact and opinion and provide reasons for answers.</p> <p>To identify how body language and placement create a relationship between characters.</p>	<p>Look at film stills from Disney's Alice in Wonderland. What are the characters doing? How are they sitting, standing or behaving together/towards each other? What can you tell about each character's feelings towards the other from facial expressions?</p> <p>Recreate a movie still and create a relationship with each other without talking.</p>	
W5	<p>Film Studies/Adaptations of Fiction</p> <p><i>Alice's Adventures in Wonderland by Lewis Carroll</i></p> <p>Talk about it.</p> <p>Get writing.</p>	<p>To speak audibly and fluently.</p> <p>To prepare poems to read aloud and perform.</p> <p>To gain, maintain and monitor the interest of the listener.</p> <p>To participate in debates.</p> <p>To participate in performances.</p> <p>To consider and evaluate different viewpoints,</p>	<ul style="list-style-type: none"> • Who are you? • Rhymes and nonsense. • In the hot seat. • What a story! • Act it out. • A different perspective. • Proverbial proverbs. • Reviewing books. • What is weird? • A new chapter... • Make it clear. • Becoming authors. • Extract 4 <ul style="list-style-type: none"> • Create a mind map of different film genres. • Watch a film version of Alice in Wonderland. 	<p>Completed tasks.</p> <p>Completed mind map.</p>

		<p>attending to and building on the contributions of others.</p> <p>To identify the different film genres.</p> <p>To propose changes to grammar/sentence structure to clarify meaning.</p> <p>To identify the purpose of the writing and select the appropriate form.</p> <p>To describe and compare characters, integrating dialogue to convey character.</p> <p>To consider how authors have developed characters and settings in narratives: to proofread for spelling and punctuation errors.</p> <p>To use organisational and presentational devices to structure text and to guide the reader.</p> <p>To identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models.</p>		
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W6	<p>Film Studies/Adaptations of Fiction</p> <p><i>Alice's Adventures in Wonderland by Lewis Carroll</i></p> <p>Film watching</p> <p>Tea party</p> <p>Exam practice week for KS4</p>	<p>Watch a film version of Alice in Wonderland.</p> <p>Prepare for the whole school tea party.</p> <p>KS4 - Complete FS English practice exams</p>	<p>Watch a film version of Alice in Wonderland.</p> <p>Prepare for the whole school tea party.</p> <p>KS4 - Complete FS English practice exams</p>	

The End of the World

Working in groups

Analysis

Reading comprehension

Evaluation