



Hockney Class - Maths Medium Term Plan - 2017

Autumn Terms 1 and 2



Autumn Term 1 - Alchemy Island

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Presentation of work - Children will be introduced to Hockney class, showing how to set out their work correctly and neatly. Children explained about 'Green for Growths'.</p>	<p>Fantasy Narrative Read a range of setting described in children's fantasy books such as 'The Lion, the Witch and the Wardrobe'. Highlight examples of figurative language that appeal to the sense and help</p>	<p>Non Chronological Reports Use a range of resources, including non-fiction books and the web, to learn as much as possible about gold. Find out why gold is so desirable. Organise their notes and findings about gold.</p>	<p>Soliloquies Find out the meaning of the word 'soliloquy' using a dictionary or by searching online. Listen to a brief synopsis of 'the Tempest', a play by William Shakespeare. Imagine they are the Chief Alchemist</p>	<p>Poetry Find a partner and read a range of Cinquain poems. Identify the structure of the poems and discuss the vocabulary used. Identify how adjectives, verbs and synonyms are used - most</p>	<p>INNOVATE Create a soundtrack that will wow gamers as they play through the trickiest levels on the adventure Alchemy Island game. Work in a small group or with a partner to draft ideas for your game</p>	<p>Lyrics Work in pairs to look closely at the literary features of different song lyrics. Compare how they are written and whether the write had used any typical literary techniques, such as metaphors, similes, alliteration or</p>

	<p>create a picture of the setting . Write an opening paragraph to their own fantasy narrative describing what happens as they step through a portal entering the unique world of Alchemy Island.</p>	<p>Decide what headings they will use and what information will be included under each heading. Children to begin to draft a clear and factual report on the subject of gold.</p>	<p>and write a soliloquy for him. Include how the Chief might feel about the Island, including its hidden treasures, treacherous terrains and changing weather systems!</p>	<p>Cinquains use a synonym in the final line. Write a Cinquain about one of the legendary gems. Share their first draft with a writing partner and discuss whether the Cinquain captures the beauty, magic and feel of their gem.</p>	<p>soundtrack. What words describe the atmosphere you want to create? Suspense? Excitement? Danger? Collect your ideas on a mood board to help you keep track of your composition.</p>	<p>onomatopoeia. Make a note of them, including which song they're from and share their findings with others in the class. Work together as a class to write simple sentences about their journey around Alchemy Island. Try to group the sentences according to what they are about.</p>
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Hockney Class - English Medium Term Plan - 2017

Autumn Terms 1 and 2

Autumn Term 2 - A Child's War

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Letters</p> <p>Look at a range of historical photographs that show children being evacuated. Talk in groups or with a partner to describe what and who the images show, including how they might have felt at that moment. Use their research and experiences to</p>	<p>Diaries</p> <p>Read a range of excerpts from Anne Frank's diary in more detail. Discuss with a partner what the excerpts tell them about Anne's life, including her hopes and fears. How would they describe Anne's character? Imagine they are a Jewish</p>	<p>Persuasive Writing</p> <p>Look at a range of wartime posters, reading slogans and propaganda messages. Discuss the meaning of the word 'propaganda' and consider why propaganda was used during the War. Imagine they</p>	<p>Narrative Dialogue</p> <p>Look at examples of speech in text, identifying phrases which describe how characters are speaking and explain what this tells us about their mood, character and role. Find descriptions in passages of dialogue which</p>	<p>INNOVATE</p> <p>Write a letter or invitation persuading the residents of your street to come to the party! perhaps you could invent a slogan for the end of the war? What will you have to eat? Decide what you could make but remember rationing is still in place and</p>	<p>Speeches</p> <p>Read with a partner Churchill's speech that begins "We shall fight them on the beaches". Identify the techniques used and effects on the listener. Read and remember the repetitive 'chorus' of the speech reciting it out loud. Is</p>	<p>ASSESSMENT WEEK</p> <p>Children to take part in assessments involving reading comprehension and writing. Provide children with basic revisions before hand. Assessments to help with child's progress on the tracker system.</p>

<p>write a letter to their family imagining they have just arrived at their new home. Think about how they might describe their journey new surroundings and feelings.</p>	<p>child, hiding in another secret annexe in Amsterdam. Consider the accounts they might have written, including what they ate, thought about and felt. Begin to draft a diary for a week.</p>	<p>have been asked to create a new campaign aimed at children. Choose from a range of campaign topics such as helping mum at home, recycling old toys, being well behaved for host families or not wasting food. Create a propaganda poster for the above.</p>	<p>help the reader visualise what is happening and how characters are behaving. Use their spoken conversations as a stimulus for writing the first page of a wartime story that opens with narrative dialogue. Draft their ideas, remembering to help the reader visualise the scene by including descriptions of events, where they take place.</p>	<p>will be for a long time after the War! is there anyone you could invite to help you bake some wartime recipes? Can you find out exactly when rationing ended?</p>	<p>the speech easy or difficult to remember? Collect ideas for a speech they could give to a crowd of other children at the end of the Second World War. Focus their speech on one key message something that they feel passionate about! Consider a suitable message and make sure that their ideas are appropriate.</p>	
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