



Hockney Class - English Medium Term Plan - 2018

Spring Terms 1 and 2



Spring Term 1 - Frozen Kingdom

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Chronological Reports Look at a range of weird and wonderful images of icebergs and ice formations. Compose their own research questions. Use a range of non-fiction texts to answer their own questions. Check out the meaning of specialist vocabulary. Read a range of factual accounts of the</p>	<p>Short Narrative Choose a favourite animal from either the Arctic or Antarctic regions and consider what the animals character might be like. Use photographs and information texts and make notes to build up their character ideas. Use their notes to develop a paragraph introducing their animal. Use a</p>	<p>Diaries Look at a range of images of the explorer Robert Flacon Scott and make notes about what they can see. Discuss who this man might be, why he might be important, why he is wearing his particular clothing and when he might have lived. Imagine there is a section missing from Scott's diary, torn out and lost</p>	<p>Haiku Poetry Discuss the literary form of haiku poetry...What is it? where does it come from? what does it try to do? read some examples of haiku poetry and clap out syllables to mark them. Discuss the effect a haiku poem has on the reader and identify some of the techniques used by the poet.</p>	<p>INNOVATE Coastguards... The holiday cruiser 'Sub Zero' has hit densely packed ice off the coast of the Antarctic and is now lying on its side close to the South Shetland Islands in the Antarctic Ocean. Much of its equipment has been lost in the water with the icy impact damaging its rear propellers and engines. You</p>	<p>Letter Writing Imagine they are a passenger on the 'Sub Zero'. Begin to draft ideas for a letter of complaint that would be send to Polar Expeditions, précising longer passages for later development. Look at an imaginary first draft of a letter of complaint from a passenger... How could it be improved? what</p>

<p>sinking of 'RMS Titanic' on 15th of April 1912. Use the information to put together a timeline of events that led to the disaster. Write sentences to describe each point on the timeline.</p>	<p>story map to plot the remainder of their story including its setting, the build-up, problem or dilemma, the resolution and the conclusion. Talk through their ideas with a writing partner making adjustments and improvements where necessary.</p>	<p>in the snow. If it were written in the last week of his doomed 1911-1912 expedition, what might it say? what sequence of events might have led to the expeditions devastating ending? Write a plan of their ideas, in chronological order.</p>	<p>Write their own haiku poem about the Northern Lights, creating one or two verses. Ask a partner to check their use of syllables. Read their poems aloud to the group, explaining what they think works well and suggesting ways in which they could improve their haikus.</p>	<p>have a window of 12 hours maximum to devise a rescue plan, after which it is estimated the ship will become submerged and lives lost.</p>	<p>features are missing? refine and edit their letters ensuring they have included the essential features of a formal letter of complaint. Use a checklist to check their work and improve their letters as much as possible.</p>
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Spring Term 2 - Beast Creator

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Non-Chronological Reports</p> <p>Analyse a range of non-fiction texts with a minibeast theme, highlighting specific conventions of the genre using highlighter pens. Collect technical and 'wow' words related to the theme and start building a topic-specific word bank. Highlight</p>	<p>Instructions and Advertisements</p> <p>Discuss the purpose of instructions and what they are used for, re-calling the different types of instructions that they know of and use on a daily basis. Collect ideas on a class mind map. Analyse a range of instructional texts, deciding what makes them successful or not.</p>	<p>Comic Strips</p> <p>Find out about the world's most deadly bugs and beasts using information books and the web. Begin by looking at images of these cunning critters, scorpions, mosquitoes, black widow spiders, fire ants, the giant Japanese or Asian hornet etc. Search the web for images of their chosen minibeast</p>	<p>Limericks and Kennings</p> <p>In pair, listen to the limerick suggested, noting down the rhyming words in each one and identify the rhyming pattern. Highlight rhyming words, thinking of other words that could be used to substitute for existing ones. Work in pairs to practise reading and reciting poems, rhymes</p>	<p>INNOVATE</p> <p>A super-strong aphid is destroying crops across the UK. United Nation scientists have decided to use selective breeding to create a super-minibeast that can exterminate these greedy aphids. As a member of the selective breeding team, you must create your own super beast in order to control or exterminate this</p>	<p>Fantasy Narrative</p> <p>Write a fantasy story telling the story of their minibeast's adventure in the first person. Begin to draft out some ideas for each stage of their story: the beginning (where they introduce their character, set the scene and set up the problem); the middle, in which their beast has to</p>

<p>any unfamiliar words and look up their meaning in a dictionary. Using their initial notes and ideas about their chosen insect, draft a non-chronological report. Think about their target audience, what would they want to know?</p>	<p>Work in groups of four or five, to follow the instructions for making a 'minibeast hotel'. As they make their hotels, refer back to the instructions. Identify as they go, whether they require any additional information, whether the instructions could be improved and which bits are tricky to understand.</p>	<p>and download them. Print these out and order them as in a comic strip. Decide what the story might be and what the minibeast might be saying or thinking. Plot ideas for each frame, their story could be mysterious, funny or terrifying!</p>	<p>and riddles about minibeasts. Recite a favourite by heart with expression. Use rhyming words to create their own limericks, using the AABBA pattern. Use a rhyming dictionary to help find alternative or more effective words.</p>	<p>outbreak.</p>	<p>deal with the problem of the Super Aphids, and the end where their character sorts out the problem (or not!) and the story finishes.</p>
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