



Hockney Class - English Medium Term Plan - 2021

Spring Terms 1 and 2



Spring Term 1 – Firedamp and Davy lamps

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Recount Explore the working conditions of a coal miner. Look at a range of videos and texts describing what life was like for coal miners. Put yourself in the shoes of a coalminer, write a recount about what life was like working as a coal miner. Remember to use past tense and recall lots of</p>	<p>Non-Chronological report Explore the Big Pit in Wales. Children to use non-fiction texts and the Internet to find a range of facts and historic information about the Big Pit. Children to write a non-chronological report about the Big Pit. Children to recap over the features of a non-chronological</p>	<p>Poetry – Kenning Children to recap over the structure and meaning of a kenning poem. Show the children various examples of kenning poems and focus strongly on metaphors on also the importance of the use of a two-word phrase. Children to design their own kenning poem on coal mining. Provide children with a</p>	<p>Dialogue Children to explore the working conditions of coal miners. Use prior information learnt about working conditions. Children to create a dialogue between two or more coal miners working down the mines. Children to create characters, use stage actions and directions, heavily focusing</p>	<p>INNOVATE Pretend that you're working at a Coal Mine, that is about to have an exhibition for members of the public. Are you able to create an advert to advertise your exhibition? How will you make it eye catching to the reader and encourage visitors to attend?</p>	<p>ASSESSMENT WEEK Children will be assessed in SPAG (Spelling, Punctuation and Grammar) and also reading. They will also be given a 'big write' writing task, where the children will complete a piece of independent writing.</p>

information, feelings and facts you have research at the start of the week.	report, including title, subheadings, photos, factual information and paragraphs.	model kenning poem on coal mining beforehand.	on the correct use of brackets and inverted commas.		
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Spring Terms 1 and 2

Spring Term 2 - Hola Mexico

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Invitations Use sources including non-fiction books and the web to find out about festivals and celebrations important to Mexican culture. Also watch some of these. Compile a list of festival facts. Create a mood board about a favourite Mexican festival that combines text, images, facts	Postcards Read chapters 1-4 of the book 'Holes' by Louis Sachar. Discuss how the desert setting is presented in the book. Imagine they have been sent to the Chihuahuan Desert in Mexico to dig holes. Draft a paragraph to describe the setting, including how they feel about being	Instructions Listen to or watch an animation of the Maya legend, 'The Hero Twins'. Find out about the importance of the ballgame in Maya culture using a range of historical source materials, including the web. Using their findings, work in pairs to draft instructions for how to play a Maya ballgame.	Myths and Legends Watch a slide presentation of the ancient Maya legend of the Dwarf of Uxmal. Work in small groups to act out the story. Use a comic strip format to tell the legend of the Uxmal dwarf. Decide whether to tell it in six or eight parts. Invite a group of younger children to come	INNOVATE Choose a piece of Maya music to use as a soundtrack for your procession. Now choose an instrument or everyday object you would like to play. Get into a group with people playing similar sounding instruments. Practise playing along to your procession piece. Think about	Poetry Read the translated Maya poem 'The song of the Minstrel'. Discuss what the poem is about and how they think the poet feels about the day of the celebration. Look at a range of images that show the vast and varying landscapes of Mexico. Write a descriptive and

<p>and information. Create a themed invitation to their favourite festival or for a Mexican food tasting session. Include information about the date, location, activities and dress code.</p>	<p>there. Imagine they are getting out their stationery and sending a postcard home to family. How would they describe their experience? Draft their postcards on a template.</p>	<p>Divide into teams of nine or eleven and take it in turns to try out different pairs' instructions, pointing out where they are unclear or incorrect.</p>	<p>and hear them read the story.</p>	<p>ceremonial clothing or jewellery you could wear for the procession. Plan a route and perform your procession to friends and family!</p>	<p>lyrical free verse, using all the knowledge you have collected on Mexico during the topic!</p>
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