



Hockney Class – English Medium Term – 2018

Summer Terms 1 and 2

Summer Term 1 – ID

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Descriptions/Narrative Look up in a dictionary what the word 'identity' means. Use a thesaurus to find out how many synonyms it has. Fold a piece of A4 paper like a concertina. On each folded strip write an aspect of their identity, taken from their mind map. Tear the strips and organize them into class tubs of physical features, personality types, likes, dislikes, beliefs, opinions and hobbies. Mix the strips up and take it turns to choose a strip, children to</p>	<p>Non-Chronological Reports Use a range of information and online resources to find out ten facts about fingerprints. Make a fascinating Fingerprints Facts list to share with others. Think about and decide upon the headings and sub-headings</p>	<p>Adverts In groups, consider how they might advertise their 'friendship' group to others to encourage them to join. Think about their key messages, looking at ways in which other groups and organisations advertise themselves. Discuss the type of language,</p>	<p>Facts and Opinions / Tributes Read and recall a range of traditional children's tales such as 'Goldilocks and the Three Bears', work in small groups, take on the role of one of the characters and discuss what the character's opinion might be of the events in the</p>	<p>INNOVATE A teaching assistant's handbag has been taken from the school staff room. When police arrive on the scene the room is in a mess, coffee cups are everywhere and coats and bags are strewn about the floor. The police have surveyed the scene and say</p>	<p>Calligrams Look at a range of calligrams or shape poems about people, discussing how this type of poem is presented. Look at a range of examples, explaining which ones they like and dislike and why. Draft ideas for a poem called 'My Identity' which focuses on themselves</p>

<p>begin to write a short descriptive paragraph about themselves, read back to the class.</p>	<p>needed for a non-chronological report. Consider what aspects to include and whether they would write their headings as questions or statements. Children to begin to draft their non-chronological report, referring back to source materials and online research to gather and check information.</p>	<p>slogans and straplines used. Create their web page using ICT. Word process text and experiment with fonts, layout and language to make it as attractive and appealing as possible to their visitors.</p>	<p>story. Make a mind map or take notes to record their ideas. Find a partner and begin to draft a tribute to them. The tribute must include both facts about that person and their opinions about them. Talk to their partner to find out some relevant factual information.</p>	<p>there is little they can do. Gather lots of evidence of your findings and produce a crime report informing the police of your findings!</p>	<p>and reflects what they have learned during the project. Decide on the form of their calligram or shape poem, its length and whether or not it will rhyme. Keep this form in mind when writing their poem, reading their poems aloud to check for sense and effect.</p>
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Summer Term 2 – Time Traveller

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Character Study Look at a range of black and white portraits taken from newspapers, magazines, the web and other sources. In pairs or groups, discuss who the subject might be, their age, character and their thoughts and</p>	<p>Narrative – Adventure Imagine they heard a clock in their own home strike 13! Imagine they could time travel like Tom did. (Read Tom’s Midnight Garden) Decide whether they would prefer to travel into the past or the future of their own lives. Plot out</p>	<p>Narrative – Adventure Continue to develop their adventure stories, building up the action and describing how they, as the lead character, respond to what is happening. Use interesting time connectives, adjectives</p>	<p>Leaflets Work in groups to discuss given aspects of growing up. Think about what they would want to tell a young person about that aspect of growing up. Look at and analyse a range of information leaflets, deciding upon the key characteristics.</p>	<p>Free Verse Poetry Bring in a picture from home of a loved older relative. Share their picture with a partner, making notes and brainstorming what is special about them. Think about how they behave, what they do, things they say and how</p>	<p>INNOVATE Wow! In your machine you can travel forwards or backwards in your own life time. Where would you like to travel? Set your destination and explain to friends why you have chosen this particular time period. Write a story about your time in the</p>	<p>Quotations and Poems Discuss the two quotations ‘Time is the most valuable things that a man can spend’ and ‘Enjoy life. There’s plenty of time to be dead’, along with other time-related sayings. Explain what quotations mean in their</p>

<p>feelings in the moment they were 'snapped'. Create notes and brainstorm their ideas. Draft a final copy of their character study., adding metaphors and similes to add effect and impact.</p>	<p>their story with a beginning, middle and an end. Consider what they might do and find after the clock strikes 13. Plan how their story will develop and design some problem-resolution scenarios. Will they remain in the time to which they have travelled?</p>	<p>and adverbs to describe the action. Think about a resolution for their story, and whether they want to include any twists and turns in the plot.</p>	<p>Consider how they might want to organize their own writing in leaflet form. Design and create their attractive, easy to read leaflet using software such as Publisher or Word and illustrate it with collected or downloaded photographs or diagrams.</p>	<p>they feel about them. Use a writing frame to help write a poem about their relative. Include a descriptions of the person's physical appearance and the things they say and do. Decide whether the poem is going to be funny, sad thought-provoking or reflective.</p>	<p>time machine. What would the synopsis on the back cover say? How would it summarise your adventure? Design a front cover that would attract readers to pick your book off the shelf!</p>	<p>own words. Work together to generate similes and metaphors about time. Use sentence starts such as 'Time is like...' and 'Time is...' Write several different alternatives before deciding on their favourite.</p>
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