



# English Curriculum Plan Overview



## Year 7B

Term	Topic	Key Words	Learning	How can parents' best support
<b>Autumn 1 (week 1-2)</b>  <b>Topic: Local Community</b>	<b>Baseline assessments</b>	<ul style="list-style-type: none"><li>• English</li><li>• reading</li><li>• writing</li><li>• speaking</li><li>• listening</li><li>• description</li><li>• sentence grammatical</li><li>• adjective</li><li>• subject</li><li>• object</li><li>• verb</li><li>• location</li></ul>	<ul style="list-style-type: none"><li>• Students will complete a variety of speech, language, reading and writing baselines assessments in order to make judgements of starting points and inform subsequent planning and support.</li></ul>	<ul style="list-style-type: none"><li>• Please encourage your child to read at home and complete online reading log</li><li>• Please share with school successes, barriers, opportunities and aspirations in terms of speech, language, reading and writing</li></ul>
<b>Autumn 1 (week 3+)</b>  <b>Topic: Local Community</b>	<b>Performance Poetry - Michael Rosen</b>	<ul style="list-style-type: none"><li>• performance poetry</li><li>• rhythm</li><li>• rhyme</li><li>• alliteration</li><li>• pace</li><li>• simile</li><li>• metaphor</li><li>• adjective</li><li>• noun</li><li>• sensory</li><li>• vivid image</li></ul>	<ul style="list-style-type: none"><li>• Students will use spoken and written language to describe sensory experiences</li><li>• students will learn about Michael Rosen and read, watch and listen to some of his work</li><li>• Students will expand their use of adjectives, similes and metaphors to describe the natural world</li><li>• Students will compose grammatically correct sentences with the support of colourful semantics</li></ul>	<p>Check out videos here: <a href="#">Kids' Poems and Stories With Michael Rosen - YouTube</a></p> <p>Point out when you may use alliteration in real life e.g. amazing animals! wonderful weather!</p>

			<ul style="list-style-type: none"> <li>Students will design their own performance poetry piece and have the opportunity to collaborate with peers and perform their own poem in front of peers.</li> </ul>	
<b>Assessment:</b>	<ul style="list-style-type: none"> <li><b>End of term performance poetry piece</b></li> </ul>			
<b>Autumn 2</b> <b>Topic: Changes and Transformations</b>	<b>Transformations - Creating an alter ego</b>	alter ego opposite super power special interest ability transformation changes comic strip speech dialogue caption adjective simile metaphor speech marks exclamation mark question mark punctuation impact	<ul style="list-style-type: none"> <li>Students will learn about what is meant by an alter ego and learn about alter egos in film and theatre and social media</li> <li>students will design their own alter ego -</li> <li>My alter ego - my superpowers - discuss and hot seat. Simple comic strip stories</li> <li>using descriptive language to describe alter egos and their actions - describing my alter ego</li> <li>creating character dialogue and thoughts in comic strips</li> <li>creating captions in comic strips</li> </ul>	Discuss or watch films/cartoons with superheroes in real life like Superman, Spiderman, Catwoman, Marvel heroes etc,  Discuss features of an alter ego  Read comics and magazines with comic strips in - what are the features of a comic strip, discuss speech bubbles and captions and thought bubbles etc.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li><b>End of term piece of extended writing/composition</b></li> </ul>			
<b>Spring 1</b> <b>Topic: Charity</b>	<b>Charities - Southport Food Bank and writing persuasively.</b>	Foodbank charity persuasion rhetorical question vivid image and imagination alliteration	<ul style="list-style-type: none"> <li>Students will learn what persuasion is and how to use spoken language to persuade</li> <li>Students will learn how to compose/write persuasively?</li> </ul>	Talk to your children about our Local Foodbank and the positive impact it has on our local community

		<b>title captions</b>	<ul style="list-style-type: none"> <li>• Students will learn what a Charity is? Why is it important for them to persuade?"</li> <li>• Students will learn about our local Food Bank Charity - visit from the food bank in school</li> <li>• Appealing to my audience - creating an appeal poster for the Food BankLink in with computing and pride the script for the video"</li> <li>• Students will create appeal posters, videos and speeches to encourage staff teams to donate food and toiletries to our local food bank</li> <li>• "Preparation for a trip to The Southport Food Bank to drop off donations.</li> <li>• Trip to the food bank. Recall writing as a follow up activity urging other classes to do the same.</li> </ul>	point out articles containing persuasion in magazines, adverts, newspapers and press releases and point out the features of persuasive writing.
<b>Assessment:</b>	<b>• Extended write - focus on showing empathy and character thought</b>			
<b>Spring 2</b> <b>Topic: Significant people and events in history</b>	<b>Fiction 19th Century Shakespeare</b>	<b>Shakespeare character confusion mistaken identity love interest spell magical</b>	<ul style="list-style-type: none"> <li>• Who was Shakespeare? What is a play? How does it look different? Character voice and the language of Shakespeare.</li> <li>• Act 1: Immersive learning A Midsummer Night's Dream</li> </ul>	Watch this together: <a href="#">A Midsummer Night's Dream Cbeebies video - YouTube</a>

		<b>mystical</b>	<p>settings, scenes and characters. - how does it look/feel?</p> <ul style="list-style-type: none"> <li>• Act 2 Who are the characters in A Midsummer Night's Dream? Hot seating and understanding character relationships</li> <li>• Act 3 What do we mean by setting? Creating drama through role play. Writing dramatically.</li> <li>• Act 4: a master plan and plot twist - anticipation and prediction - multiple dialogues.</li> <li>• Act 5: creating a grand finale - creating drama through use of language. What is a theme? what themes can you identify?</li> </ul>	Revise Shakespearan language list (see homework sheet)
<b>Assessment:</b>	<b>Comprehension based activity</b>			
<b>Summer 1</b> <b>Topic: My World</b>	<b>Charles Dickens - Oliver Twist</b>	<b>Charles Dickens</b> <b>workhouse</b> <b>poverty</b> <b>rich</b> <b>character</b> <b>play</b> <b>script</b> <b>immersive</b> <b>role play</b> <b>hot-seating</b>	<ul style="list-style-type: none"> <li>• Students will learn about Charles Dickens. who he was, his life, family, upbringing and the context of his writing</li> <li>• Students will learn about the range of play Dickens write</li> <li>• Students will have the opportunity to 'hot eat' Dickens as a character tand learn about his life through questioning and listening and responding</li> <li>• Students will read Oliver Twist - bringing each scene alive with</li> </ul>	Watch Oliver Twist the film - there are many options and some available for free online.

			<p>drama, hot seating props</p> <ul style="list-style-type: none"> <li>students will have the opportunity to discuss the language of Dickens and read for meaning</li> </ul>	
<b>Assessment:</b>				
<p><b>Summer 2</b></p> <p><b>Topic:</b> <b>sustainability</b></p>	<p><b>A 'Class Read' The Twits by Roald Dahl</b></p>	<p><b>Roald Dahl</b> <b>author</b> <b>fiction</b> <b>characters</b> <b>tricks</b> <b>disaster</b> <b>plot</b> <b>sympathy</b></p> <p><b>empathy</b></p> <p><b>injustice</b></p>	<ul style="list-style-type: none"> <li>Students will learn about the author Roald Dahl</li> <li>Students 1:1, small group and whole class reading - we will deduce meaning front the text, check for comprehension and make prediction</li> <li>The book will come alive through an Attention Autism approach which will bring scenes to life creating an immersive experience for pupils serving as an excellent vehicle for creative writing</li> </ul>	<p>Read along at home</p> <p>Watch YouTube audio versions of the book</p> <p>Create a sensory experience such as Mr Twit's beard or 'wormy spaghetti'</p> <p>Visit <a href="https://www.roalddahl.com/">https://www.roalddahl.com/</a></p>