



English Curriculum Plan Overview



Year 7B

Term	Topic	Key Words	Learning	How can parents' best support
Autumn 1 (week 1-2) Topic: Local Community	Baseline assessments	<ul style="list-style-type: none">• English• reading• writing• speaking• listening• description• sentence grammatical• adjective• subject• object• verb• location	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Please encourage your child to read at home and complete online reading log• Please share with school successes, barriers, opportunities and aspirations in terms of speech, language, reading and writing
Autumn 1 (week 3+) Topic: Local Community	Performance Poetry - Michael Rosen	<ul style="list-style-type: none">• performance poetry• rhythm• rhyme• alliteration• pace• simile• metaphor• adjective• noun• sensory• vivid image	<ul style="list-style-type: none">• Students will use spoken and written language to describe sensory experiences• students will learn about Michael Rosen and read, watch and listen to some of his work• Students will expand their use of adjectives, similes and metaphors to describe the natural world• Students will compose grammatically correct sentences with the support of colourful semantics	<p>Check out videos here: Kids' Poems and Stories With Michael Rosen - YouTube</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"> 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. 	
Assessment:	<ul style="list-style-type: none"> End of term performance poetry piece 			
Autumn 2 Topic: Changes and Transformations	Transformations - Creating an alter ego	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"> Students will learn about what is meant by an alter ego and learn about alter egos in film and theatre and social media students will design their own alter ego - My alter ego - my superpowers - discuss and hot seat. Simple comic strip stories using descriptive language to describe alter egos and their actions - describing my alter ego creating character dialogue and thoughts in comic strips creating captions in comic strips 	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.
Assessment:	<ul style="list-style-type: none"> End of term piece of extended writing/composition 			
Spring 1 Topic: Charity	Charities - Southport Food Bank and writing persuasively.	Foodbank charity persuasion rhetorical question vivid image and imagination alliteration	<ul style="list-style-type: none"> Students will learn what persuasion is and how to use spoken language to persuade Students will learn how to compose/write persuasively? 	Talk to your children about our Local Foodbank and the positive impact it has on our local community

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

		mystical	settings, scenes and characters. - how does it look/feel? <ul style="list-style-type: none"> • Act 2 Who are the characters in A Midsummer Night's Dream? Hot seating and understanding character relationships • Act 3 What do we mean by setting? Creating drama through role play. Writing dramatically. • Act 4: a master plan and plot twist - anticipation and prediction - multiple dialogues. • Act 5: creating a grand finale - creating drama through use of language. What is a theme? what themes can you identify? 	Revise Shakespearan language list (see homework sheet)
Assessment:	Comprehension based activity			
Summer 1 Topic: My World	Charles Dickens - Oliver Twist	Charles Dickens workhouse poverty rich character play script immersive role play hot-seating	<ul style="list-style-type: none"> • Students will learn about Charles Dickens. who he was, his life, family, upbringing and the context of his writing • Students will learn about the range of play Dickens write • Students will have the opportunity to 'hot eat' Dickens as a character tand learn about his life through questioning and listening and responding • Students will read Oliver Twist - bringing each scene alive with 	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"> • students will have the opportunity to discuss the language of Dickens and read for meaning 	
Assessment:				
<p>Summer 2</p> <p>Topic: sustainability</p>	<p>A 'Class Read' The Twits by Roald Dahl</p>	<p>Roald Dahl author fiction characters tricks disaster plot sympathy</p> <p>empathy</p> <p>injustice</p>	<ul style="list-style-type: none"> • Students will learn about the author Roald Dahl • Students 1:1, small group and whole class reading - we will deduce meaning front he text, check for comprehension and make prediction • 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 	<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 https://www.roalddahl.com/</p>