



**Pathway 2
Year 10**

**ENGLISH: Listening & Responding to
Jack & the Beanstalk
[AQA Unit Award Scheme unit 112466]**

Term Autumn 1 + 2

Learning Intention: The key aim of the unit is to support transition to Key Stage 4, introducing students to new ways of working where their work will be submitted for accreditation through AQA Unit Award Scheme. This text has been selected as it provides valuable multi-sensory, cross-curricular learning opportunities. This text has been selected as it supports students to build core English skills as well as explore relevant PSHE themes and make stronger connections with the world around them through carefully selected visits to the local farm and model village. Multi-sensory, cross-curricular learning opportunities will be used to strengthen general knowledge and understanding. This text provides thematic links to Pathway 3 learning.

Key themes:

- Taking personal responsibility - actions and consequences – making good choices e.g. stealing, bullying
- Developing understanding and ability to recognise feelings and regulate emotions – [using music as a stimulus]
- Cross-curricular reinforcement of general knowledge related to living things – what plants need to grow; farm animals

Key knowledge that should be learned during this SoW

Concept:

Develop key skills, understanding and a more independent approach to their work in preparation for starting the Step Up To English examination course [Silver Step 1] when ready. Gain knowledge and understanding of the importance of making good choices linked to actions and potential consequences. Build confidence expressing a personal opinion in supported small group work; making links between events in the story and their own experience. Develop confidence using their writing skills for a range of simple tasks. In addition, build social skills through taking part in a range of trips, recording experiences for later discussion by taking photographs. Finally, explore emotions and build skills recognising how they are feeling and why through a range of drama and experiential learning opportunities. Higher level study: Build skills recognising how others might be feeling and why.

Knowledge:

In this unit, with assistance, the student will engage with the story *Jack and the Beanstalk* by listening to the story and responding through a range of tasks. In addition, they will deepen their understanding by completing basic research and recording information on farm animals, take part in role-play activities based on the story and discussions of key themes raised. They will embed knowledge gained through taking part in trips to support the work in class, recording these experiences through taking photographs and by growing their own bean plant from seed. Finally, they will develop their social and emotional awareness through working as part of a team to create a lullaby for the giant.

Key Skills:

Step Up To English preparatory work: Silver Step 1
 Examination key skills [see Scheme of Work for details]
 Thematic link through ‘animals research’ to the next skill building unit, Myths & Legends

AQA Unit Award Scheme Entry Level Unit [Higher challenge texts with picture cues]
 demonstrated the ability to

1. complete research on at least two farm animals with assistance
2. read and talk about a section of the story giving a person opinion *e.g. likes/dislikes*
3. take part in a role-play activity based on the story
4. take part in a class activity to create a new rhyme for the giant to shout
5. write in character as Jack or the Giant with assistance
6. sequence instructions for growing a bean plant from seed
7. take part in a discussion about a key theme, e.g. stealing, bullying, making good choices
8. take part in a class trip including taking a photograph to record the experience experienced
9. working as part of a team using musical instruments to create a lullaby for the giant

Language and/or communication skills:

Key Words:
 real *and* made up (fiction)
 making choices (actions)
 consequences
 respect
 research (‘finding out’ information)
 sequence
 team work
 feelings / emotions

Technical Language:
 folk tale
 acting
 working in character [role] linked to ‘first person’ writing *AND*
 point of view
 script
 descriptive writing terms *e.g. describing words = adjective, doing words = verb, sound words - onomatopoeia.*

Curricular Links

Key Cross-curricular links:
 Numeracy: size (farm animals, big and small – model village), measurement (growing a beanstalk).
 Science: Living Things – what plants need to grow. Mammals – farm animals.
 Music: sounds different instruments make, names of different instruments, collaborative working to create a new piece of music. Drama – teamwork; working in character; experimenting with body language and tone of voice.
 P.S.H.C.E.: stealing, bullying, making good choices; social skills and local knowledge – taking part in a trip/visit

