	Pathway 2+ Year 10	**ENGLISH: Responding *Aesop's Fables*** **[AQA Unit Award Scheme unit 110968]**	**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 qualification or accreditation through AQA Step Up To English Entry Level and AQA Unit Award Scheme. This text has been selected as it provides valuable learning opportunities for students to build skills required to access examination work and has thematic links to Pathway 4 learning. Study of a selection of short stories will support and encourage students to reflect on themes important for their development into young adults and the world beyond school including through carefully selected visits to the local farm and Pet Shop. Cross-curricular learning opportunities will be used to strengthen general knowledge.

Key themes:
- Taking personal responsibility - actions and consequences – making good choices
- Developing good personal qualities – linked to growing up.

Key knowledge that should be learned during this SoW

Concept:	Develop key skills, understanding and independence in preparation for starting the Step Up To English examination course [Silver Step]. Gain knowledge and understanding of the importance of making good choices linked to actions and potential consequences. Build confidence expressing a personal opinion in discussion work; making links between events in the story and their own experiences. Develop confidence using their writing skills for a range of tasks including working collaboratively with others, listening with respect to other's ideas; accepting opposing points of view and responding to a range of questions. Higher level study: Gaining knowledge and understanding of the 'moral' of a story, identifying this with support.
Knowledge:	Through this unit the student will engage with the narratives and morals in Aesop's Fables by listening to the stories and responding through a range of tasks. In addition, they will deepen their understanding by completing basic research and recording information on the animals in the stories, take part in role-play activities based on selected stories 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. They will develop their team work skills through taking part in writing a group 'fable' to be shared with others. Finally, they will participate in a role play activity based on the play.

Key Skills:	Step Up To English preparatory work: Silver Step 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. research and record key information on two different animals 2. read and talk about two of Aesop's Fables giving a personal opinion *eg storyline, characters* 3. take part in a role-play activity based on one of the stories eg *in character or interviewing one of the characters* 4. sequence key events in one fable; 5. write a diary entry as a character from one of the fables 6. take part in a class discussion about a key theme of the story *eg telling the truth* experienced 7. working as part of a team to create a new fable 8. working as part of a team to create a prop or costume for a performance 9. taking part in a group performance of a fable.	
Language and/or communication skills:	Key Words: choice + decision actions + consequences understanding others respect sequence point of view, team work	Technical Language: fable moral [of a story] = lesson working in character [role] linked to 'first person' writing script descriptive writing *including appropriate techniques e.g. adjective, verb, simile, onomatopoeia.* format [of a piece of writing e.g. diary, story, script]
Curricular Links	Key Cross-curricular links: Numeracy: size (animals, big and small), fast and slow. Science: Mammals – small domestic animals and wild animals. Geography: country/town, where in the world? P.S.H.E./Citizenship: developing good personal qualities, making good choices, local knowledge – farm, pet shop. Drama – working in character, scripting process, staging a scene – the impact of movement, proximity, body language and tone of voice on the meaning of words.	