



Pathway 2

ENGLISH: Year 7 Roald Dahl Project - George's Marvellous Medicine Topic

Term Spring 1

Learning Intention:

The aim is to develop students reading, writing, and speaking and listening skills through a variety of tasks and activities designed to broaden their vocabulary, love of literature and reading and writing for enjoyment. Pupils are encouraged to listen, read and where able respond to questions. Pupils will begin to understand the deeper meaning behind a text.

Throughout Key Stage 3 there will be an underlying focus on building skills, understanding and independence in preparation for when students begin the Step Up To English examination course in Year 10.

Key themes:

- Developing an understanding of characters expressing their opinion as well as being able to use the text to retrieve simple facts and information.
- The opportunity to sequence parts of the story and participate in role play. Students will look at descriptions of the main characters in the story, specifically looking at their personality and appearance. Higher level learners will begin to acknowledge the writer's style looking specifically at adjectives and alliteration. Students will develop their speaking and listening skills through kinesthetic learning.

Key knowledge that should be learned during this SoW

Concept:

Developing key skills including reading, writing, speaking, and listening. Students will begin to express a personal opinion and listening with respect to others, accepting other points of view. Sharing views about characters and events in the book developing their self-confidence.

Broadening skills through adding detail the listener may need to know. Developing skills in written work, focusing initially on simple sentences and phrases, then extending them adding some relevant detail. Beginning to write in a logical sequence through a variety of tasks including instructional and descriptive writing tasks. Beginning to show an awareness of how word choices enhance the meaning of the text. Developing and broadening vocabulary, focusing retrieving information from the text about the plot and characters.

Knowledge:

The students will engage with a bespoke, abridged (with widget) version of text 'George's Marvellous Medicine.' In addition, they will use the Jackanory version on YouTube, using both versions of the text as a catalyst for exploring key sections of the story to develop understanding. They will have the opportunity to explore key parts of the text and the life of the writer Roald Dahl through a visit to the Roald Dahl museum in Great Missenden. They will look at

	<p>designing their own medicine with different household ingredients and will write instructions using first, then, next and last to create their own medicine. Through kinaesthetic learning students will be able to make their own medicine. Students will look at short parts of the story 'Matilda' to aid them with their understanding of plot, language choices and characters, they will also have the opportunity to visit the school house and library to listen to parts of the story supported by kinaesthetic learning. Students will have clear PowerPoints with illustrations and resources made in symbol format to support them in lessons.</p> <p>Through discussion, they will develop her/his ideas about the main themes and characters. They will respond orally and in writing to aspects of the plot and characterisation. They will participate in a role-play and drama activities working in pairs and small groups.</p>		
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Through a variety of kinaesthetic tasks including practical work involving video and audio material, students to describe the main characters in the story using basic adjectives. • Students to participate in shared reading and comprehension tasks. • Students to choose their best and worst parts of the story expressing a personal opinion. • Students to recall some important facts, events, and information about the characters from the story. • Student to use words and picture to show understanding of key characters and events in the story. • Students to sequence events from the story. • Students to begin to look at Roald Dahl's descriptive writing. Students will begin to add detail in their writing. • Students to explore new vocabulary building their dictionary skills. • Students to write for different purposes including posters, instructions, character profiles and book reviews. 		
<p>Language and/or communication skills:</p>	<p>Roald Dahl, ingredients, recipe, potion, medicine, magical dangers</p>	<p>fiction, non-fiction characters first, then, next, last. predict instructions</p>	<p>Students will develop their descriptive and instructional writing skills using appropriate writing frames encouraging them to begin to add detail using adjectives.</p>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links</u>:- PSHCE- Relationships and responsibilities, bullying and the dangers of medicine. Drama- Character role play. Maths- time and sequencing. Science- mixing substances. Art- drawing and colouring.</p>		

