



Pathway 2

ENGLISH: Year 7 Treasure Island

Term Summer 1&2

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 communicate their emotions and ideas to others and build their understanding of the importance of listening to others.

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:

- To explore fictional writing and develop descriptive and comprehension skills. Students should be encouraged to engage with the character Jim Hawkins and from his point of view explore the adventure of Treasure Island.
- Students to have the opportunity to work with non-fiction texts completing a short research project on 'Pirates.'

Key knowledge that should be learned during this SoW

Concept:

Developing key skills including reading, writing, speaking and listening. Working on expressing a personal opinion and listening with respect to others; understanding that others may not always agree. Using an abridged text to discuss the narrative and being able to recall some key information from the story including about the characters and plot.

Broadening skills through adding detail the listener may need to know. Developing skills in written work, focusing building simple statements and phrases in a logical sequence through a variety of written and practical based tasks. Beginning to explore some of the basic descriptive language used by the author, and using this gained knowledge to improve their ability to write using some descriptive language.

Knowledge:

The students will read and listen to an abridged text (with widgit symbols) of Treasure Island.' They will also have the opportunity to explore DVDs (Warner Bros. and Muppet versions.)

Through discussion, students will develop some ideas about the main themes and characters. They will respond orally and in writing to aspects of the plot and characterisation as well as participate in a role play and drama activities working in pairs and small groups. They will complete lots of kinaesthetic learning tasks including cooking

	<p>activities, floating and sinking experiments and designing a class flag. In addition, students will begin to develop an understanding of non-fiction texts and look at some of their features.</p> <p>Where possible, students will have the opportunity to visit the seaside (Brighton) to continue to develop their social skills, sensory tolerances and build positive relationships with those in their tutor group.</p>	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Through a variety of kinaesthetic and written tasks students will gain confidence and understanding of the characters and plot of the story. • Through a variety of drama and kinaesthetic learning tasks students will be able to relay some of their own personal experiences about growing up. • Students will begin to develop an understanding of non-fiction texts and be able to identify and recognise some of their simple features. • Students will build their knowledge of the main character and be able to describe him using some descriptive devices including basic adjectives. • Students will gain greater knowledge and understanding of the story and develop their imaginative skills allowing some to predict what may happen next. • Through a variety of tasks students will build on their knowledge of plot, characters, and language techniques. • Through a variety to tasks students will be able to demonstrate skills recounting some information in the past, present and future tense. • Students will continue to develop their comprehension skills extracting information from the text. 	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u> journey pirates trapped battle treasure island map sea flag</p>	<p><u>Technical language:</u> Character Sequencing words – first, next, then diary discussion poster fiction/non-fiction</p> <p><u>Key writing focus:</u> Developing skills discussing ideas and then writing with a greater level of independence; beginning to add descriptive detail i.e. colour, size.</p>

Curricular Links

Key Cross-curricular links: Geography – maps, seas, landmasses, islands. P.S.H.E. – The Law, making good choices, meeting new people. Drama – working in character, role play. History – life 150 years ago. Numeracy – money.