Remote Education Spring 1

Subject: English

Year Group: 7

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| Week commencing | Topic | How will the new content be delivered? | What activities need to be completed? |
| Monday 3rd January | Develop active reading skills and strategies to research context. | Documents in P Drive. Instructions in the column to the right of this one. | * Read the extract from Wikipedia’s ‘Victorian entry’ (resource 1a). Highlight 10 key facts and turn them into a poster. Add some of your own research for an extension.
* Choose one context topic from resource 1c and complete the individual question and notes sheets using Wikipedia (resources 1c). If you have time, complete another.

Put together a PowerPoint presentation from your research notes and rehearse presenting it. |
| Monday 10th January | Infer information about character in the novel ‘Montmorency’. | Documents in P Drive. Instructions in the column to the right of this one. | * Read resource 4a. Highlight things that show you this story is set in a prison hospital. Read chapters 1-6 of ‘Montmorency’. Write down three things that you think will happen later in the novel and three questions you have.
* Look up the words ‘identity’, ‘identification’ and ‘ego’ in a dictionary. Read chapters 7-9 of ‘Montmorency’. Fill in resource 5a, using the suggested list of words on resource 5b.
* Read chapter 10 of ‘Montmorency’. Make notes about how the female characters speak using resource 6a to help you. Write a paragraph in your book to answer the following questions: *why do authors have a harder job than film directors do when it comes to telling us how a character speaks?*
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| Monday 17th January | Understand how writers present themes. | Documents in P Drive.Instructions in the column to the right of this one. | Look up the words ‘honest’, ‘dishonest’ and ‘self-sufficient’ in a dictionary. Write a paragraph to answer the question: is Scarper honest, dishonest or simply trying to be self-sufficient as a means of survival? Read chapters 11-15 of ‘Montmorency’ and complete resource 7a.Look up the word ‘theme’ in a dictionary. Read resource 8a and highlight where certain types of description have been used (e.g. physical description, the reactions of other characters, clothing connotations, dialogue, action). Plot two spider diagrams – one for your ‘nice’ self and one for your ‘nasty’ self, including at least four different types of description on each diagram. Write these up as two paragraphs to describe your nice side and your nasty side.* Read chapters 16-20 of ‘Montmorency’. Fill in the table on resource 9b.
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| Monday 24th January | Understand and write about how writers make us empathise with characters. | Documents in P Drive. Instructions in the column to the right of this one. | * Read chapters 21-23 of ‘Montmorency’. Look up the words ‘sympathy’ and ‘empathy’ then write a sentence that uses each word about Montmorency/Scarper.
* Read chapters 24-27 of ‘Montmorency’. Write a paragraph to answer the question: *how has Eleanor Updale managed to make us care about a fictional criminal?*
* **ASSESSMENT 1.** Read the model SEA WASP paragraph on resource 12a and identify the different parts of SEA WASP. Write your own SEA WASP paragraph to answer the question: *how does Eleanor Updale create empathy for the character of Montmorency/Scarper?* Use resource 12b if you need it.
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| Monday 31st January | Understand what makes an effective ending. | Documents in P Drive. Instructions in the column to the right of this one. | * Read chapters 28-35 of ‘Montmorency’. Note down examples of any of the following themes as you read: good and evil; justice; rich and poor; identity; the pursuit of happiness; friendship and isolation; prejudice.
* Read chapters 36 and 37 of ‘Montmorency’.
* Spider diagram ways in which Eleanor Updale has made those chapters tense for the reader. Write the sentence: ‘They were so close I could almost hear them breathing’. Continue this sentence into a 100-150 word passage of tense action.
* Sort the features of effective endings (resource 15a) from most important to least important. Plot your ideal ending to ‘Montmorency’ using bullet points. Read chapters 38 and 39. Write a paragraph to explain how far the ending matched up to or exceeded your expectations.
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| Monday 7th February | Plan and write a book review. | Documents in P Drive. Instructions in the column to the right of this one. | * Record which features 6 different book reviews contain by ticking the boxes on the chart (resources 16b-h). Make improvements to the review on resource 6a in red ink. Answer questions on historical context on resource 16i.
* **ASSESSMENT 2.** Draft a book review of ‘Montmorency’ using resource 17c (choose the one appropriate for your ability).
* Self-assess your review draft using resource 18a then type up your final draft to submit for assessment.
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| Monday 14th February | Understand the context and plot of ‘A Midsummer Night’s Dream’. | Documents in P Drive. Instructions in the column to the right of this one. | * Note what you know about William Shakespeare using the mindmap ‘Will, What Do You Know?’ (resource 1a). Independently research to answer questions on ‘Who is Shakespeare anyway?’ (resource 1b).
* Watch the ‘CBeebies Presents’ version of ‘A Midsummer Night’s Dream’ [BBC iPlayer - CBeebies Presents - Shakespeare: A Midsummer Nights Dream](https://www.bbc.co.uk/iplayer/episode/b078jltg/cbeebies-presents-shakespeare-a-midsummer-nights-dream). As you watch, bullet point the main events.
* Complete a storyboard of the plot (resource 2a). Use the plot summary to help if needed (resource 2b).
* Fill in the gaps on the character map (resource 3b). Create a Facebook profile for one of the characters (resource 3d).
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