Remote Education Summer 2

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 7th June | 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 14th June | 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 21st June | 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 28th June | 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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| Monday 5th July | Explore characters, themes and actions in Act 1, Scene 1 and language in Act 3, Scene 2. | Documents in P Drive. Instructions in the column to the right of this one. | * Read Egeus’ complaint up to line 127 (resource 4b). Write a brief 4-5 point summary of Egeus’ concerns, and a list of the consequences which Theseus warns Hermia of. Write a monologue from Egeus’ point of view, using the guidance in ‘Egeus’ monologue’ (resource 4c).
* Read the conversation between Lysander and Hermia - line 128 onwards (resource 4b).

Create a mindmap of what you know about each character: their status; how they are feeling; what they want; supporting quotations etc. Fill in the gaps in the ‘Oh, woe is me!’ writing frame activity (resource 5a).* Read Lysander’s speech (resource 6c lines 256-281). List the ways in which he insults Hermia and rank them in order of unkindness. Look up the words ‘self-respect’, ‘esteem’ and ‘humility’ in a dictionary. Write a paragraph to summarise what happens in Act 3, Scene 2 using some/all of these three words.
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| Monday 12th July | Write and perform convincingly in the role of a character using dramatic techniques. | Documents in P Drive. Instructions in the column to the right of this one. | * Using the ‘Lonely hearts advert’ (resource 7a*)*, write a lonely heart advert for Helena.
* **ASSESSMENT 1.** Draft your assessment - write a monologue as either Demetrius, Lysander, Hermia or Helena (use the scenes you have read so far and resource 7c to help you).
* Watch the hotseat examples on YouTube: <https://www.youtube.com/watch?v=lxp4Qa83CzA> Make notes about what was good and what could be improved in each performance then use this and the assessment criteria (resource 7b) to rehearse your performance of your monologue.
* Record yourself doing your monologue performance on a mobile phone or webcam and send it to your teacher (‘How to…’ instructions in folder). Complete the self-assessment part of resource 7b.
* Read the end of Act 3, Scene 2 (resource 6c p114-121 from ‘Enter Lysander’.) Sort out the muddled-up SEA paragraphs (resource 9b). Write an SEAA paragraph to answer the question: Which character do you have most sympathy for in the play and why? Use an example from Act 1, Scene 1 or Act 3, Scene 2 and resource 9c to help you if you need it.
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| Monday 19th July | Plan and write a SEAA paragraph on the theme of identity. | Documents in P Drive. Instructions in the column to the right of this one. | * Read the end of Act 4, Scene 1 (resource 10b p134-139). Make paperchain boys and girls. Select the quotations which best show how Lysander and Hermia, and Helena and Demetrius make up at the end of Act 4, Scene 1 and add them to the paperchains/figures.
* **ASSESSMENT 2.** Work through the activities on resource 11a to plan your assessment. Draft two SEAA paragraphs about the theme of identity in the play.
* Use the success criteria (resource 11c) to self-assess your draft. Type or write up your final piece and submit it to your teacher to assess.
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