

LTE – Long Term Plan English: 2024 to 2025



LET'S THINK
L in English



Nebula
where stars are born

**Philosophy for children
EYFS**

In the EYFS children regularly engage in philosophy for children sessions. Teachers use a broad range of resources including questions (e.g. would you rather...?) and visual stimulus to deliver philosophy sessions. The following skills and cognitive patterns have been identified as core skills delivered through philosophy sessions:

1. Justifying and explaining ideas.
2. Sustained shared thinking
3. Connecting ideas to others
4. Talk to organise thinking
5. Listening to others
6. Reasoning

Language

The children in the EYFS are encouraged to use the following language as a part of their discussions

I agree
I disagree
Because

**Let's think in English – Long term plan
Year 1 and 2**

With each LTE lesson we have included a recommendation for the number of weeks it may take to cover each unit. Please speak to the English lead/s if you have a query regarding this.

	Cycle 2	Cycle 1
Autumn One	<p>La Luna This lesson explores the Pixar short “La Luna” considering the characterisation and moral of the film. Pupils are asked to classify what type of film they believe it to be and explain why. <u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task.</p>	<p>Kites This lesson explores the short film ‘Kites’ and consider the feelings evoked by the film and how the kite’s actions symbolises these feelings. <u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>
	<p>Owl Bat This lesson explores the picture book “Owl Bat Bat Owl” by Marie-Louise Fitzpatrick. Pupils explore the feelings and motivations of the owls and bats in the story before considering the message of the story. Pupils are set a task to consider what else a family might find difficult to share. <u>2 weeks</u> Week 1 – Lesson sequence Week 2 – Review and bridging task.</p>	<p>Bear This lesson develops pupils understanding of narrative sequencing focusing on the changing characterisation of the bear throughout the story and the possible order of the final images <u>2 weeks</u> Week 1 - Lesson sequence Week 2 - review and bridging task</p>

<p>Autumn Two 5/6 weeks to cover</p>	<p>Journey This lesson is the first in a series. This lesson explores Aaron Becker’s “Journey” as pupils develop their understanding of the codes within the picture book. Pupils consider how colour infers meaning, before exploring the representation of the girl. They are provided with an opportunity to develop their own narrative inspired by the pictures before considering the climax of the story as the bird is captured and set free and its possible significance. <u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>	<p>Crocodile Pupils consider Faustin Charles and Michael Clarke’s book “The Selfish Crocodile” and consider their classification of a hero. They then explore the character of the mouse and consider his heroism <u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>
	<p>Quest This lesson is the second in a series and builds upon the previous lesson on Aaron Becker’s story “Journey”. This lesson explores the concept of a quest. Pupils consider how a journey and quest may differ before exploring the significance of the map and review the illustration to rank different aspects of the quest. Finally, they consider an additional task for the protagonists and consider where it would come in the sequence of events. <u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>	<p>The Wall This lesson explores “The Wall in the Middle of the Book” by Jon Agee. Pupils consider why the wall was built and the claims of the knight that it is a good thing and that one side is safer than the other. Pupils are supported to clarify the difference between plot and author message before summarising what they believe the message to be. Pupils are placed in the role of the illustrator and consider alternatives to the ogre and animals and how changes might alter the message of the book. <u>3weeks</u> Week 1 – Concrete preparation to social construction 2. Week 2 - Cognitive conflict to metacognition. Week 3 – Review and bridging task.</p>
	<p>Return This lesson explores the concluding book in a trilogy and is also the third LTE lesson following: Journey and Quest. This lesson explores how pupils can use their understanding of character, plot and writer’s intention in the first 2 books to make predictions and comprehend the final book in the series. <u>2 weeks</u> Week 1 – Lesson sequence Week 2 - Review and bridging task</p>	

Spring One	<p>Rosie’s Walk</p> <p>This lesson explores a picture book in which the excitement and tension in the narrative is created through the inclusion of one character – the fox- who appears in the illustrations and not in the written text. Children generate an initial frame of reference by sharing their story predictions. The lesson should support a growing understanding of the ways that texts engage readers, and specifically, how illustrations can do this in playful opposition to the written text</p> <p><u>3 Weeks</u></p> <p>Week 1 – Concrete preparation to cognitive conflict.</p> <p>Week 2 – Social construction 2 with mini bridging task (group, individual or paired).</p> <p>Week 3 – Metacognition and bridging task.</p>	<p>Today I Feel (part 1)</p> <p>This lesson is the first of two lessons which builds towards an exploration of Madalena Moniz’s book “Today I Feel”. Lesson 1 explores the relationship between letters and objects and how they are linked when pupils learn the alphabet.</p> <p><u>2 Weeks</u></p> <p>Week 1 - Lesson sequence</p> <p>Week 2 – Review and bridging tasks</p>
	<p>Who did it?</p> <p>This lesson explores Oliver Tallec’s book “Who Done It?”. Pupils develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may have been before evaluating what makes some pictures harder than others.</p> <p><u>2 weeks</u></p> <p>Week 1 – Lesson sequence</p> <p>Week 2 – Review and bridging tasks</p>	<p>Today I Feel (Part 2)</p> <p>This is the second of two lessons. The first explores pictorial alphabets and the link between letters and objects. The second lesson considers “Today I Feel” by Madalena Moniz and the feelings Moniz might have associated with different letters before pupils consider their own associations.</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence</p> <p>Week 2 – Review and bridging tasks</p>

Spring two	<p>Something Else</p> <p>This lesson explores Kathryn Cave and Chris Riddell’s story “Something Else”. Pupils consider what we can infer about the character from the setting, before considering how the main character is similar or different to the other animals and why a boy suddenly appears at the end of the story.</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence</p> <p>Week 2 - Review and bridging task.</p>	<p>Elise</p> <p>Antje Damm’s picture book provides an introduction to the symbolism of colour that ripples through many later LTE lessons and many other texts. Children engage with the lack of colour in the first plate by thinking whether the room would be a fun place to play in. They are likely to notice the colour that Emil, the young boy, brings into the house but the lesson scaffolds their understanding of what he does and says with Elise that causes further colour changes. The colour symbolism is anchored by asking how the same house could be called ‘fun’ when it did not seem so at the start and how the house keeps its colour. Children then reflect on and bridge their understanding within the book, before thinking about how different colours might symbolise different feelings</p> <p><u>3 weeks</u></p> <p>Week 1 – Concrete preparation to social construction 2.</p> <p>Week 2 - Cognitive conflict to Metacognition</p> <p>Week 3 - Review and bridging task.</p>
	<p>Big Wolf, Little Wolf</p> <p>This lesson explores the picture book “Big Wolf and Little Wolf” by Nadine Brun-Cosme and Olivier Tallec. The story is told primarily from the Big Wolf’s perspective as we explore his thoughts and feelings. Pupils are challenged to understand the Little Wolf’s thoughts and feelings which are rarely explicitly explained but are implied.</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence</p> <p>Week 2 - Review and bridging task</p>	<p>Dark</p> <p>This lesson considers a poem on being scared of the dark. Pupils consider why someone might be scared of the dark before developing their understanding of the speaker and exploring which images best suit the poem</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence</p> <p>Week 2 – Review and bridging tasks</p>

<p>Summer one</p>	<p>Clockwork This lesson explores an animated film called: “The Clocktower” a film by Cara Antonelli. The lesson starts with a clarification regarding what clockwork is before pupils consider how the girl is feeling in the opening of the film. Pupils start to explore the symbolism of the film by considering why the world turns grey and the music suddenly stops and what the girl might do with the balloon. This leads to a consideration of the character’s happiness before the class consider the sacrifice the character makes.</p> <p><u>3 weeks</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Cognitive conflict to metacognition. Week 3 – Review and bridging task.</p>	<p>Suitcase This lesson is based on Chris Naylor-Ballesteros’s picture book, The Suitcase. It focuses attention and reasoning on the contents of a migrant animal’s suitcase and what the contents might tell us about him and his experiences. After thinking about what they would take in a suitcase if they were leaving home, pupils then develop inferences about the ‘strange animal’ who carries the suitcase. They speculate what the other animals will find when they open the suitcase to prepare for the conflict of what we actually find there and reasoning as to why the items might be so important. Revisiting what they chose to carry in their own case should support the children to apply what they have understood through the story about symbolic objects</p> <p><u>3 weeks</u> Week 1 – Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition Week 3 – Review and bridging task</p>
	<p>Zog This lesson considers Julia Donaldson and Axel Scheffler’s character depiction in the story “Zog”and how they deny our expectation of character types. Pupils consider what they expect of dragons, princesses and knights before considering how these character types differ in “Zog”.</p> <p>2 weeks: Week 1 – Lesson sequence Week 2 – Review and bridging tasks</p>	<p>Hat This activity develops pupils understanding of intentions and consequences by focusing on which character is at fault for what happens at the end of the story</p> <p>2 weeks: Week 1 - Lesson sequence Week 2 – Review and bridging tasks</p>

<p>Summer two</p>	<p>Wild This lesson explores the story “Wild” by Emily Hughes and the development of the protagonist. Pupils consider how the character feels at different points of the story and how the illustrations and text imply feelings. Pupils then consider whether or not the story could be real and if not, would we feel differently about the girl’s fate.</p> <p><u>3 Weeks</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Fish is fish The picturebook ‘Fish is Fish’ by Leo Lionni supports children to see the world from the fish’s perspective and limited experience of the world beyond the pond. The illustrations offer an insight into the egocentric thinking of the character of the fish and are used to support children to understand why he imagines the creatures differently to themselves. Through the character of the fish, children will work with the further conflict that he dreams of a life travelling beyond the pond yet seems to be happy staying where he is by the end of the story.</p> <p><u>3 Weeks</u> Week 1 - Concrete preparation to social construction 2. Week 2 – Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
	<p>Philosophy sessions linked to the cognitive patterns children need to consolidate. Teachers may wish to use LTE stimulus to support the development of these sessions. Please speak to the English lead for support with this.</p>	<p>Mystery This is KS1 version of the Harris Burdick lesson. Pupils study different images from the KS2 version and speculate on the relationship between the two images.</p> <p><u>2 Weeks</u> Week 1 – Lesson sequence Week 2 – Review and bridging task</p>

**Let's think in English – Long term plan
Year 3 and 4**

With each LTE lesson we have included a recommendation for the number of weeks it may take to cover each unit. Please speak to the English lead/s if you have a query regarding this.

	Year 3	Year 4
Autumn 1	<p>Philip part 1 This activity looks at the cautionary tale of Heinrich Hoffmann and explores the impact of cautionary tales and uses an alternative ending for pupils to consider what makes a successful ending.</p> <p><u>3 Weeks</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Mysteries This activity explores the Chris Van Allsburg book “The Mysteries of Harris Burdick”. Pupils explore the drawings and consider what genre of story they may inspire before re-considering their choice and considering the drawings in a different genre. This lesson is an introduction to “The Mysteries of Harris Burdick”</p> <p><u>3 Weeks</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Alike This lesson uses the short film Alike to explore the representation of the father and son. Pupils track the changes in the characters particularly their colour to understand the symbolism within the film. Pupils move towards a consideration of why the father pretends to be the violinist towards the end of the film.</p> <p><u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p> <p>Who, What, where Pupils continue to develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may be. They then consider what questions might be posed for different characters.</p> <p><u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>

<p>Autumn 2</p>	<p>Splash This activity explores classification as pupils agree a system for classifying prose and poetry and then apply it to a collapsed Basho Matsuo haiku. <u>3 Weeks</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Shirley This activity asks students to consider how the story might be structured. Before revealing the relationship between the pupils and the accompanying illustrations, pupils consider what they can infer about Shirley and the voices. They finally consider why Burningham provided two different illustrations for each episode.</p> <p><u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>	<p>Before After Pupils explore Anne Margot Ramstein and Matthias Aregui’s picture book “Before After” and consider how to logically sequence images from the book.</p> <p><u>4 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 and 4 – Review and bridging tasks.</p> <p>Sam & Dave Dig a Hole This lesson explores the impact of the illustrations on the story “Sam and Dave Dig a Hole” by Mac Barnett. Pupils explore the text of the story only to begin with and consider the characterisation and the merit of the text. The illustrations are then revealed and then consider how this impacts upon the text and how the illustrations makes the reader aware of information Sam and Dave are unaware of and how this leads to comic moments. Finally pupils consider alternative endings for the story before considering why Barnett chose the ending.</p> <p><u>4 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 and 4 – Review and bridging tasks.</p>
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Spring 1	<p>Wolves</p> <p>This lesson studies “Wolves” by Emily Gravett to explore classification of fiction and non-fiction texts and alternative endings. Students are asked to classify the language of the book and identify key features before having to revise their classification in the light of the illustrations and further details. Finally, they consider why the author included two endings and how this contributes to the tone of the book.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Red</p> <p>Pupils explores Shaun Tan’s picture book “The Red Tree” and considers the narrative sequence . Pupils initially speculate on the characteristaion and the type of story before trying to match the text to the images and considering what order they may fall in. Pupils consider why Tan illustrates a red leaf in all pages before discussing why he ends with the red tree. Finally, pupils consider Tan’s comments on the picture book being without a story and non-sequential.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Blue, Yellow</p> <p>This lesson looks at “little blue and little yellow” by Leo Lionni. Pupils examine the front cover of the book before considering the characterisation of the colours and what this might suggest. Pupils are encouraged to recognise the story has a symbolic/metaphorical reading and to consider how they come to understand this.</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence Week 2 - Review and bridging task</p> <p>Not Now Bernard 1 (discussion)</p> <p>This lesson explores the relationship between characters in the story “Not Now Bernard”. Initially the relationship between Bernard and the parents are considered, before pupils re-lect upon the links between Bernard and the monster.</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence Week 2 - Review and bridging task</p>
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<p>Spring 2</p>	<p>Promise Pupils study Jeanne Willis and Tony Ross story Tadpole’s Promise considering the motivations of the characters.</p> <p><u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p> <p>Tunnel This activity develops pupils understanding of the symbolism within Browne’s story. Pupils consider what type of book they might be exploring`and the relationship and impressions of the characters before they enter the tunnel. They also consider how the girl might be able to change the boy back from stone and thus develop their understanding of the symbolism within the story. This leads into a more general consideration of symbols within the text and how they influence our understanding and attitudes towards the characters.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>The Present This lesson explores the short film The Present and the depiction of the boy. Pupils consider their changing responses to the character as the film evolves before comparing and contrasting the film with a comic strip</p> <p><u>4 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 and 4 – Review and bridging tasks.</p> <p>Sea Saw This lesson looks at the narrative structure of Tom Percival’s story “The Sea Saw”. After considering the character of Sofia, pupils are introduced to a story mountain and identify stages of the story. They consider what the dilemma and ending of the book might be. Pupils are introduced to the idea of a “twist in the tale”and consider how Percival might use this to conclude the story before considering why writers might decide upon a sudden, unexpected ending.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
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<p>Summer 1</p>	<p>Old</p> <p>This lesson explores a Shel Silverstein poem “The Little Boy and the Old Man” considering the portrayal of both characters through direct speech. Pupils speculate on who might be speaking the dialogue, before considering an appropriate tone for the dialogue. Finally pupils consider who we have the greater sympathy for.</p> <p>1 week</p> <p>Halver</p> <p>This lesson focuses on a Norwegian folk “Halvar and the Trolls”. Pupils read the story and summarise the main plot points. Pupils then branch out into a consideration of what makes a stories or a specific story interesting/exciting. This leads into a consideration of the sparsity of the text and how it could be developed by adding literary devices and where they might be best deployed.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Here we are</p> <p>This lesson explores Oliver Jeffers “Here we are”. Pupils consider what type of advice the book might contain, before deciding whether some advice is more important than others. They then consider the tone and what this reveals about the intended audience for the book.</p> <p><u>2 weeks</u></p> <p>Week 1- Lesson sequence Week 2 - Review and bridging task</p> <p>Rain Rainbows</p> <p>This lesson explores Smriti Prasadam-Halls’ book “Rain before Rainbows” illustrated by David Litchfield. The book is available online as a free eBook to raise awareness for Save the Children’s Save with Stories campaign. The lessons explores our associations with rainbows, considers how it is used in the story before considering why it has become the symbol of hope and optimism during the pandemic of 2020.</p> <p><u>3 Weeks</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
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<p>Summer 2</p>	<p>Ian</p> <p>This lesson considers the short film “Ian” by Mundoloc CGI Ian Foundation. Pupils consider the physical and emotional barriers that restrict the main character and how these are portrayed in the film. Pupils also consider the choice of animation for the film when the subject matter is based on a real person.</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence Week 2 - Review and bridging task</p> <p>Foundling</p> <p>The lesson uses a short version of The Brother’s Grimm lesser known fairytale ‘Foundling’. Children first share existing frames of reference regarding good and evil characters in fairytales they know, before applying this to the characters they have met in Foundling. The core challenge in the lesson is to explore the absence of motive in the ‘evil’ character of the cook, to imagine a motive and adapt the story to include it. Children then reflect on whether giving her a motive improves the story and whether we should still read fairytales like this.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Black Dog</p> <p>The lesson journeys through the picture book “Black Dog’ by Levi Pinfold, exploring the symbolism of the Black Dog as representing the family’s fear, how it is self-generated, how it escalates as the fears are shared and so can in return be reduced. The questions focus thinking on whether the dog is frightening, why Small Hope is not afraid of it and how she is able to reduce its size through her playfulness and courage (symbolically reducing its fear factor).</p> <p><u>2 weeks</u></p> <p>Week 1 - Lesson sequence Week 2 - Review and bridging task</p> <p>Red Riding Hood</p> <p>Pupils compare Roald Dahl’s poem of Red Riding Hood to the more traditional version. After revising the Red Riding Hood fairytale pupils consider how Dahl’s poem is different and surprising. They are encouraged to consider which ending is best and what message the endings convey.</p> <p><u>3 Weeks</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 2 to metacognition. Week 3 – Review and bridging tasks.</p>
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**Let's think in English – Long term plan
Year 5 and 6**

With each LTE lesson we have included a recommendation for the number of weeks it may take to cover each unit. Please speak to the English lead/s if you have a query regarding this.

	Cycle 1	Cycle 2
Autumn 1	<p>Voices (picture book) This activity looks at the different accounts within Anthony Browne's story and their relationship in developing our understanding of characterisation and plot. Pupils build their understanding of the four characters and their relationships before considering who is happiest on the day of the events. Pupils then consider how they would edit the mother's narrative to portray her as more caring.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Window (picture book) This lesson explores the story "Window" by Jeannie Baker; a picture book without text. Pupils start by analysing individual images before developing their understanding of character as the story unfolds. Pupils are then provided with images from the book and asked to place them in a logical time sequence. Finally, they compare the opening and closing images, considering when Sam was happiest and how Baker conveys her message.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Creatures (poems) Pupils study two poems: "A Small Dragon" by Brian Patten and "A Boat" by Richard Brautigan. Initially they speculate on the creature being described, before comparing and contrasting poems. Finally, they consider the impact of the final lines and whether or not they enhance the poem and influences it's meaning.</p>	<p>Maps (long poem) Based on 'Geography Lesson' by Brian Patten and explores the concept of 'inspiration' and the impact this has on people's lives. Through discussion pupils explore the significance of the symbol of maps within the poem and will have an opportunity to create a physical map of where they would like to go.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Shoes (6 word short story) This activity uses the 6 words short story accredited to Hemingway to consider how we classify texts particularly short stories. Pupils also classify a short story from Kevin Crossley-Holland as well as further examples of 6 word short stories before creating their own.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Lulu (poem) This lesson explores the Charles Causley's poem <i>What has happened to Lulu?</i> and considers what is implied about Lulu and the composition of the poem as a series of questions. Pupils consider the development of the speaker during the poem and Causley's intended audience They are provided with an opportunity to plan or write an additional stanza of the poem.. Pupils use inference and deduction in developing their understanding of the poem.</p>

	<p><u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>	<p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
<p>Autumn 2</p>	<p>Feathers (short film) This lesson explores the animated short film “Feathers” by Hands on Deck. Pupils explore the characterization of the mother and daughter in the opening of the film before consider-ing the changes that are happening to the girl. The role of the doctors is discussed. Pupils are asked to consider when the girl is “free” and the film’s message before watching the film for a second time to identify symbols and their significance.</p> <p><u>4 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 and 4 – Review and bridging tasks.</p> <p>John Lewis Christmas ad 2016 Watch the film and consider the perspective of each of the characters. Consider how their thoughts and responses may vary.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Bear (poem) Pupils explore Charles Causley’s poem “My mother saw a dancing bear” and consider whether it would have been better published as a story or a poem.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Rabbits (book) Students study Eve Bunting’s allegory “Terrible Things” and consider the representation of the terrible things and the author’s use of allegory.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>

<p>Spring 1</p>	<p>Last Stop (story) This lesson explores “Last Stop on Market Street” by Matt de la Pena and Christian Robinson. The lesson starts with pupils considering what we learn about CJ and Nana from the opening pages of the story. However the pupils are only given the text and must imagine what CJ and Nana would look like. Pupils then begin to consider the similes and metaphors both CJ and Nana use and their meaning. Pupils pause to reflect upon the significance of Nana’s decision to sit at the front of the bus before considering why they might be visiting a soup kitchen. Pupils consider the portrayal of Nana and how truthful she is which leads to a consideration of her figurative language and why she might decide to use it.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Staircase (poem) Pupils study Hughes poem “Mother to Son” considering the poet’s choice of speaker and symbol. Pupils consider why Hughes uses an extended negative metaphor in his poem. Finally, details of the poet’s life are revealed and pupils are asked to consider if this influences their reading of the poem.</p> <p><u>2 weeks</u> Week 1 - Lesson sequence Week 2 - Review and bridging task</p>	<p>Tree (book) This activity explores Shel Silverstein’s “The Giving Tree. Pupils consider the representation of the tree and the boy throughout as well as the possible message of the text.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Maker (short film) Pupils study a short film called The Maker. Pupils listen to the soundtrack and consider how a change of mood is suggested by the music. They then move onto considering how narrative may be structured around 5 stages: exposition, rising action, climax, falling action and resolution. Pupils then apply this to the film and explore any difficulties with using this. They then consider who the title of the film refers to and why the action is repeated.</p> <p><u>3 Weeks –</u> Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
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Spring 2	<p>Hole (short film)</p> <p>This lesson uses a short film “Black Hole” to consider the intentions of the director. Pupils initially make inferences from the film’s title and opening credits. They move on to consider the character and what we know of him from the mis-en-scene</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Who (poem)</p> <p>This lesson explores Charles Causley’s poem “Who” and the development of the speaker and character. Pupils track how their understanding of the characters in the poem changed as the poem develops and then review to the poem to identify examples of foreshadowing. Pupils consider the value of re-reading a poem or text multiple times.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>Visitor (poem)</p> <p>Pupils study Serrailier’s poem “The Visitor” in stages considering the poet’s intention and how we, as readers, respond to the poem. Pupils start by considering the opening lines of the poem and how they set the scene and introduce the character. This extends to a consideration of why the skeleton might want the ring back before moving onto the characterisation and motivation of the wife. The ambiguity regarding the skeleton’s gender is highlighted and pupils reflect on whether this alters their reading of the poem. Pupils reflect upon Serrailier’s combination of the comic and frightening in the poem and make alterations to the poem to see how they can influence this.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Home (story)</p> <p>This activity explores the Libby Hathorn story “Way Home”. Students consider how the mood is created through illustrations and language before they study the symbolic significance of features of the story including the cats and Shane’s home.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
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Summer 1	<p>Not much room (picture book)</p> <p>This lesson explores the picture book 'The Worm and the Bird' by Coralie Bickford-Smith. It draws attention to the idea that when readers know more than characters, this can lead to tension and humour: dramatic irony. The dual narrative structure is initially deconstructed so that pupils briefly respond to one character's voice, before they meet the challenge of considering the two combined and how they create tension. The ending is likely to lead to mixed emotions – some feelings of sympathy for both characters – which provides a rich source for reflection on the effect of the dual narrative.</p> <p><u>4 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 and 4 – Review and bridging tasks.</p>	<p>The Island (short story)</p> <p>This lesson explores Armin Greder's story "The Island". Pupils predict possible plots based on the title before considering how the islanders respond to the arrival. Pupils then consider the possible inspiration of the story before reviewing how and why the writer conveys his message. Pupils focus on the opening of the story considering the illustration of the man and why the writer made his choice.</p> <p><u>4 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 and 4 – Review and bridging tasks.</p>
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<p>Summer 2</p>	<p>Survivors (story)</p> <p>This lesson explores the story of Juliane Koepcke from David Long’s book “Survivors”. Pupils consider how the text might be altered if it was autobiographical and what factors were key in her survival against the odds. This leads to a consideration of the story and whether or not it actually happened.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>Life doesn’t frighten me (poem)</p> <p>This lesson explores Dr Maya Angelou’s poem “Life doesn’t frighten me”. Pupils discuss the speaker of the poem before considering what might be real and imagined in the poem. The poem was published with illustrations by Jean-Michel Basquiat to mark its 25th anniversary. Pupils consider the impact of the illustrations before reflecting upon how their understanding of the poem has changed throughout the lesson.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>	<p>The long walk (story)</p> <p>This lesson explores George Layton’s short story "The Long Walk" from the collection "The Fib and Other Stories". Pupils consider the title before reaching reasonable inferences regarding where the narrator and Grandad might be going. They consider the Grandad’s motivation in taking his grandson to see the plot where he will be buried. Pupils review and track how the conclusion of the story has been suggested through Layton’s use of fore-shadowing. They consider how different narrative perspectives might have altered the im-pact of the conclusion before returning to the title and its significance.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p> <p>The Enemy (picture book)</p> <p>This lesson explores the picture book “The Enemy” by Davide Cali and Serge Bloch. Pupils consider the front cover and what it might imply about the story. Once they’ve read the book, they judge the most important moments in transforming the soldier’s view of the war before considering which is the most important moment. The change of narrative viewpoint is noted and consideration given to the writer’s choices. Pupils consider the ending of the story and the implied meaning before considering alternatives. Finally, they discuss the impact of the inside and back cover.</p> <p><u>3 Weeks –</u></p> <p>Week 1 - Concrete preparation to social construction 2. Week 2 - Social construction 3 to metacognition. Week 3 – Review and bridging tasks.</p>
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