Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
1	Lesson 1 **AO1** – Read, understand and respond to texts **AO2** – Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate **AO3** – Show an understanding of the relationship between texts	To focus on the role of the narrator in the play Audience's first impressions Comparisons with Shakespeare Language features used	Starter: Display a word cloud made up of words used in the Narrator's opening speech. What do you believe the opening speech of the play will be about? (Look at the types of words used, the mood/atmosphere created and what themes might be suggested by the words). 1. Read from the start of the play to the Narrator's exit (AO1): 1. What is the effect of Mrs Johnstone's first line? 2. Why do you think Willy Russell uses a Narrator in the play rather than just having the actors act out what has happened in realistic scenes from the very beginning? 3. What facts do you learn about the characters in *Blood Brothers* from the opening? 4. What opinions does the Narrator express about Mrs Johnstone? 2. Language: Identify examples of language features used in the Narrator's first speech: Rhyming couplets, alternating rhymes, dialect and foreshadowing	Narrator Language features Couplets Alternating rhyme Dialect Foreshadowing Comparison P.E.E	PPT 4 BB Play Language features sheet Comparison sheet

| and the contexts in which they were written | | 3. Comparison: Compare the opening of Blood Brothers with the opening Chorus speech of Romeo and Juliet (Shakespeare) (AO1 & AO3)

Plenary: Write a paragraph on the question blow (AO1 & AO2)

'How does the playwright, Willy Russell, engage the audience's interest from the first few minutes of the play?'
Don't forget to use PEE (Point, Evidence, Explain)

TA support as needed
Support, scaffold and select texts appropriately | | |

| 2 | Lesson 2

AO1 – Read, understand and respond to texts

AO2 – Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate | To understand how Willy Russell creates characters through dialogue and action

Looking at characterisation through dialogue and action

Study of Mrs Johnstone through actions and words

Paragraph to sum up her personality | 1. Read from Mrs J's first speech to p11 (You're expecting twins)
What are your first impressions of her? Choose 5 words from a list that best describe her for you:

Loving, rich, brave, heartless, superstitious, selfish, ruthless, gullible, happy, caring, manipulative, struggling

2. Using the character sheet, look at the things that she says and does (words and actions) in the opening scenes.
What is revealed about her?

3. Write up – write a paragraph explaining the word choices you have made about Mrs J and her personality.
Use some of the sentence starters to help you begin writing.

Plenary:
'Just a minute': cruel or kind? The Narrator asks the audience if they had ever heard of a mother 'so cruel.' Do you think that she is cruel or kind, from the first pages of the script?

Select students to speak for one minute without hesitation, deviation or repetition on whether or not the narrator is correct in suggesting that Mrs Johnstone is cruel. (AO1) | Characters
Dialogue
Action
Impression
Personality | PPT 5
Character sheet |

Term: 2 W/C 9/11/20 (WK2)   Subject: English   Topic: Blood Brothers   YG: 11A and 11B

TA support as needed
Support, scaffold and select texts appropriately

Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
3	Lesson 3 **AO1** – Read, understand and respond to texts **AO3** – Show an understanding of the relationship between texts and the contexts in which they were written	To learn how Will Russell introduces the character of Mrs Lyons to the audience Study of Mrs Lyons through actions and words Paragraph to sum up her personality	1. What are your first impressions of Mrs Lyons so far? Jot down some words/phrases to describe her. 2. Read the opening scenes PP11-16 and pay close attention to the character of Mrs Lyons. Using the character sheet, look at the things that she says and does (words and actions) in the opening scenes. What is revealed about her? 3. Write up – write a paragraph explaining the word choices you have made about Mrs J and her personality. Plenary: **Nature versus nurture.** Willy Russell has explained that one of his interests in writing the play was to explore 'nature versus nurture', which is how much our environment and upbringing influence the types of adults we become. There has been scientific research on twins separated at birth, trying to determine the degree to which genetics as opposed to the home environment are responsible for how a child develops (the results have not been conclusive).	Characters Dialogue Action Impression Personality Nature Nurture	PPT 6 Character sheet

		• Will the twin do better being raised in the Lyons' household rather than the Johnstone household? • Will the children being raised in these different households turn out to be very similar because of their 'nature' or will the 'nurture' aspect make them very different? (AO1, AO3) Discuss with class and ask why students have a preference for nurture or nature. TA support as needed Support, scaffold and select texts appropriately		