



Week	Learning outcome	Main Teaching	Learning Activities: Stretch and Challenge	Key Vocabulary	Resources
1	<p><u>Lesson 1</u></p> <p>AO1 - Read, understand and respond to texts</p> <p>AO2 - Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3 - Show an understanding of the relationship between texts and the</p>	<p>To analyse a setting description</p> <p>Ensure Ch3 has been read before starting this week's work, based on Ch4.</p>	<p>Starter: Look at photos of objects linked to first part of ch4 - toy shark, fruit, sandcastle bucket, shells, flowers and stones, a toy train.</p> <p>What do you think these objects represent? What might they mean to a group of young boys (littluns) lost on a desert island? (Being young and innocence??) (AO1)</p> <p>P75 They built castles in the sand... (Reminds them of being at home and happier times.</p> <p>Main Task: Read the passage "The threat to the littluns" This passage shows a mood change and describes a setting. Answer the question related to this passage. (AO1 & AO2) Comment on:</p> <ul style="list-style-type: none"> • The island • The sea • The creatures • The boys • The weather • The vegetation <p>Plenary: Write an email to an absent student explaining what you have learned in this lesson. Focus on the childhood innocence of the littluns and the threat</p>	<p>Read</p> <p>Analyse</p> <p>Understand</p> <p>Vocabulary</p> <p>Threat</p> <p>Setting</p> <p>Innocence</p> <p>Littluns</p> <p>Childhood</p>	<p>PPT 6</p> <p>LotF Book</p> <p>'Threat to the Littluns' passage</p>

<p>contexts in which they were written</p> <p>AO4 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>		<p>from the island setting. (AO1 & AO4)</p> <p>(Finish reading to P80)</p> <p>TA support as needed Support, scaffold and select texts appropriately</p>		
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2	<p><u>Lesson 2</u></p> <p>AO1 - Read, understand and respond to texts</p> <p>AO2 - Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate</p>	<p>To understand the rivalries that lead to conflict in the novel</p>	<p>Starter: Quick-fire Quiz</p> <p>Read out the questions and get students to recap some of details that contribute to the rivalries in the text: (AO1)</p> <ol style="list-style-type: none"> 1. Name one animal Jack is compared to in opening of ch3? (Dog or ape) 2. What colour earth is Jack's face streaked with? (Brown) 3. What animal do Jack's group hunt? (Pig) 4. What does Jack ask Ralph for when he comes out of the forest? (Water) 5. Jack says in ch1 that he 'ought to be chief' instead of Ralph because he can sing what note? (C sharp) 6. After both Ralph and Jack disagree over who should be leader, who suggests a vote? (Roger) 7. The person speaking holds what object, which becomes something that the boys fight and disagree over? (Conch) 8. Ralph and Jack disagree about the best way to kill a pig - which one says you should cut its throat? (Jack) 9. The boys argue about a supposed creature in the forest - what one word does the boy with the mulberry birthmark use to describe it? (Beastie) 10. After the boys argue about going up the mountain to light a fire, who is left alone and goes up the mountain last of all? (Piggy) 	<p>Read</p> <p>Understand</p> <p>Analyse</p> <p>Language</p> <p>Rivalries</p> <p>Conflict</p>	<p>PPT 7</p> <p>LotF book</p> <p>You let the fire out?</p>
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Main Task:

Conflict. In the second part of Chapter 4, Ralph discovers that the fire has gone out. The conflict between Ralph and Jack grows as the two groups argue over their priorities. (p80 – p94)
Use the resource (You let the fire out?) to consider with students how the conflict grows and develops in this passage, and how Ralph and Jack react to this conflict and the events of the novel. (AO2)

Plenary:

Read the final words of ch4 with class:

Ralph watched them, envious and resentful. Not till they flagged and the chant died away, did he speak.

'I'm calling an assembly.'

One by one, they halted, and stood watching him.

'With the conch. I'm calling a meeting even if we have to go on into the dark. Down on the platform. When I blow it. Now.' He turned away and walked off, down the mountain.

Q. Who is in charge now? Give your reasons for picking either Jack or Ralph. What is the role of the conch? (AO1)

			TA support as needed Support, scaffold and select texts appropriately		
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3	<u>Lesson 3</u> 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	To put the language of the text into context	Starter: Language in context Use the PPT Language in context to discuss the following phrases: I'm going nowhere Nothing changes That's rubbish How does meaning change according to context? (AO3) Main Task: Look at some sample excerpts from Ch5 that show the change in mood and the beginning of disorder on the island. Plenary: Just a minute Put students into pairs and ask them to talk about what they have learned this lesson. One minute to talk and not allowed to repeat, hesitate or deviate! If they do, partner takes over and tries to talk for	Read Understand Analyse Vocabulary Language Context Excerpts Disorder	PPT 9 LotF book Language in context

<p>relationship between texts and the contexts in which they were written</p>		<p>one minute. (AO2)</p> <p>Read Ch5</p> <p>TA support as needed Support, scaffold and select texts appropriately</p>		
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