



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 meaning and effects, using relevant subject terminology where appropriate</p>	<p>To understand the developing character of Piggy</p> <p>Looking at the development of Piggy's character and role in the group</p>	<p>Starter: Briefly discuss why Piggy might have been given his nickname. (Fat, piggy eyes because of his glasses, perceived as lazy because fat, dirty) Why do you think his true name is never revealed? What is significant about this? Is he more or less important because he is never called by his true name? What does it say about the others that they never use or try to find out his real name? (AO1)</p> <p>Main Task:</p> <ol style="list-style-type: none"> 1. Use the Piggy Character Sheet and explore a range of quotations about Piggy, considering his development in Ch 5 and his attempt to show some leadership and friendship towards Ralph (AO2) 2. Use Piggy's Role sheet to explore Piggy's role in detail. Here Piggy speaks up, allowing us to see deeper into his thought process and how his character develops (AO2) <p>Plenary: Headlines - write 3 headlines for a newspaper article/report to summarise the events in Ch 5 from the perspective of Ralph, Jack and Piggy. Think about how <u>they</u> would want to be perceived by others. (AO1)</p>	<p>Read</p> <p>Analyse</p> <p>Language</p> <p>Nickname</p> <p>Significance</p> <p>Character</p> <p>Quotations</p> <p>Role</p> <p>Headlines</p> <p>Perspectives</p>	<p>PPT 10</p> <p>LotF Book</p> <p>Piggy's character sheet</p> <p>Piggy's role sheet</p>

			<p>TA support as needed Support, scaffold and select texts appropriately</p>		
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 meaning and effects, using relevant subject terminology where appropriate</p>	<p>To look at how language can create tension</p>	<p>Starter: Krakens and dragons – Show students images of these mythical beasts. Why might they be seen as threatening? Why do you think Ch5 and Ch6 are similar in theme?</p> <p>Main Task:</p> <ol style="list-style-type: none"> 1. Read the opening of Ch6 together, and use the Diamond Nine sheet to rank what contributes to the build up of tension. Most tense at the top of the Diamond Nine and least tense at the bottom. Have a discussion on the various ideas in the Diamond Nine and why you have placed them where you have. (AO1 & AO2) 2. Analyse how the language used (when Sam and Eric find the dead parachutist) creates a growing sense of tension. (Pp121-122) 3. Use the Verbs and Adjectives Sheet (AO2) Sort into 2 columns depending on their use in the text. 	<p>Read Analyse Language Mythical Theme Diamond nine Tension Verbs Adjective Taboo</p>	<p>PPT 11 LotF Book Diamond Nine Verbs and Adjectives</p>

**Answers:**

- Verbs: mastering, curling, exploding, scrambled, roared, screamed.
- Adjectives: wide, terrible, motionless, unwinking, flailing, inconstant, terrified.

Now choose the top 3 from the lists and explain how the verb/adjective creates a sense of tension in the passage.

e.g. The adjective "peaked," which describes the boys' mouths, creates a sense of tension by emphasising how pale and sickly their mouths became – as if they are holding their breath, waiting for something terrible to happen.

Plenary:

Play Taboo – In pairs, describe the words on the cards to your partner without saying the 'taboo' words.
(AO1)

Finish Reading Ch6

TA support as needed
Support, scaffold and select texts appropriately



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3	<p><u>Lesson 3</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 meaning and effects, using relevant subject terminology where appropriate</p> <p>AO4 - Use a range of vocabulary and sentence structures for</p>	To establish the qualities of leadership	<p>Starter: Display on PPT a list of leaders with photos. (Barack Obama, Martin Luther King, Theresa May, Queen, Steve Jobs, Hilary Clinton, Kim Kardashian, Richard Branson) Choose one leader and talk about them: How can they be described as leaders? Are they good or bad leaders, or something in between? Are they someone you would want to be led by? (AO1)</p> <p>Main Task:</p> <ol style="list-style-type: none"> 1. What is a good leader? Think about the qualities of a good leader and mind map these qualities. For each quality, say why it is an advantage and if there are any pitfalls that could occur with this quality. 2. Read the first part of Ch7 up to p145. To what extent can you argue that Simon is a leader and what qualities does he show (even if unconventional - walks through forest alone) (AO1 & AO2) 3. Read the passage between PP137/138 to closely examine Simon's Leadership qualities. (AO1 & AO4) 	<p>Read</p> <p>Analyse Leadership Qualities</p> <p>Question Answer</p>	<p>PPT 12</p> <p>LotF Book</p> <p>Simon's Leadership 1 & 2</p>



<p>clarity, purpose and effect, with accurate spelling and punctuation</p>		<p>Plenary: What's the question? Give students a selection of answers and get them to figure out the questions (AO1)</p> <ul style="list-style-type: none">• The forest (Where are the characters afraid to go?)• The sea (What does Ralph stare at?)• Ralph (Who does Simon offer to help? Who does Simon reassure? Who calls Simon 'Batty'?)• Ralph's ear (What does Simon speak in to?)• "You'll get back alright." (What does Simon say to Ralph to reassure him)• Piggy (Who do the boys have to tell that they'll be back after dark?)• Simon (Who volunteers to tell Piggy? Who helps Ralph?)• "Got a ship in your pocket?" (Ralph says what to Simon) <p>TA support as needed Support, scaffold and select texts appropriately</p>		
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Term: 2 W/C 23/11/20 (WK 4) Subject: English

Topic: Lord of the Flies

YG: 10A and 10B  ST LUKE'S
ACADEMY