

Lesson focus and learning objective	Review	Teacher Input/ Model	Independent Practice and challenge	Key Vocabulary	Plenary	Home work
<p>Lesson 1: Recap LO: To explore <u>contextual</u> factors in the <u>portrayal</u> of magical forests through time</p>	<p>DO NOW: (Review and recall) students look at the picture of a tree on the PPT and think of words, sentences and phrases to describe it. REVIEW learning about linguistic devices.</p>	<p>1. Explain that some students in the class will have taken part in a project at the end of Y6 on the Hikey Sprites – a Norfolk Legend.</p> <p>2. Have stations set up around the classroom (possibly tacked to the wall) and model how to use the question sheet.</p>	<p>1. Students move around the room – there is a 5 min timer on the PPT for each station.</p> <p>2. Share ideas afterwards.</p> <p>3. Then ask students to share their stories, looking for elements of context and themes. Teacher to model this task using the sample text.</p>	<p>Context Portrayal Simile Metaphor Personification</p>	<p>Ask students to identify their favourite sentence in their partner’s work and say why they like it. (turn and talk)</p>	<p>Ask students to revise key vocabulary 1 on the knowledge organiser.</p>
<p>Lesson 2: An Elizabethan portrayal of the forest LO: To explore an <u>Elizabethan portrayal</u> of the forest and make <u>inferences</u> about a magical character</p>	<p>DO NOW: Students match up the words to the definition.</p>	<p>1. Students have 1 minute to write everything they know about William Shakespeare (review and recall)</p> <p>2. Watch the summary of <i>A Midsummer Night’s Dream</i> here https://www.youtube.com/watch?v=M1wMfOwIAZ8 Ask children to look at the word list and decide which words best describe how the forest is portrayed by Shakespeare.</p>	<p>1. Teacher to model reading the extract.</p> <p>2. Students to answer the questions</p> <ol style="list-style-type: none"> List four tricks that Puck plays on people. List two adjectives that describe Puck. List Puck’s three names (proper nouns) How is Puck similar to a Hikey Sprite? 	<p>Shrewd Labour chaotic Churn Knavish mislead Maiden Elizabethan Sinister inference Unpredictable frights quern</p>	<p>Students discuss or write what sort of tricks Puck might play on people today.</p>	<p>Ask students to begin collecting images on their phones of trees or woods.</p>

Y7 Bridging SOL – Legends, myths and forests

<p>Lesson 3 A Victorian Portrayal of magical creatures (Alice in Wonderland) LO: To recognise word types in our reading.</p>	<p>DO NOW: Put the key words into the correct place in the text</p>	<ol style="list-style-type: none"> 1. Work through the sentences on the board identifying word classes 2. Read the text (teach models reading) consider the emotions of the Queen of Hearts, the King of Hearts and Alice 	<p>Students look closely at the quote thinking about what we can infer. Students underline one word in each sentence which best shows their emotions.</p>	<p>Hastily Trembling Verdict Fluttered Rose Curious</p>	<p>Students pick out key words in the text and explain their inferences</p>	
<p>Lesson 4 A Victorian portrayal of magical creatures (Alice in Wonderland) L.O. To explore Carroll's use of characterisation</p>	<p>DO NOW: Match the word to what it symbolises</p>	<p>Teacher models using the inference grids to explore quotes in the text</p>	<ol style="list-style-type: none"> 1. Students work on inference grids in pairs, 2. Students continue to work independently 3. Teacher models using the grid to structure a PEE paragraph 4. Students create own PEE paragraph 	<p>Symbolism Characterisation Decay ambition</p>	<p>Students peer assess PEE paragraphs</p>	
<p>Lesson 3 A Victorian Portrayal of magical creatures (The Goblin Market)</p>	<p>DO NOW: Identify meaning of key words and try to use them in a sentence</p>	<ol style="list-style-type: none"> 1. Teacher models reading the extract from the poem. 2. Consider the question: 	<p>1. Consider the question: <i>How are the goblins described?</i></p>	<p>Tramp Haul Luscious Charm Dimpled Curious</p>	<p>Self-assess PEE paragraphs using the checklist</p>	

<p>LO: understand the effects of writers' language choices</p>		<p>Was the image the author created of the setting for Goblin Market positive or negative?</p> <p>3. In pairs, using coloured pencils, students go through the text again, highlighting the positive and negative words.</p> <p>Challenge: students annotate each of their highlighted words with their word class (adjective, noun, verb or adverb). Are there any connotations of words?</p>	<p>2. Students underline three words that they think are used to influence the reader.</p> <p>3. Students describe to a partner how they imagine the goblins.</p> <p>4. Students consider what the author want us to feel about the goblins</p> <p>5. Students note down an emotion and how they think language has been used to create that emotion</p> <p>6. Consider the question:</p> <p>How does the author show us that Goblin Market and the fruits of the forest could be negative/frightening (you choose which word) place to be?</p> <p>7. Write a PEE paragraph</p>	<p>Linger</p>		
<p>Lesson 6 A Victorian Portrayal of magical</p>	<p>DO NOW: Match up the literary devices to their definition</p>	<p>In pairs, using coloured pencils, students go through the text again, highlighting where they</p>	<p>1. Individually, students use their annotations and the checklist to write a</p>	<p>Simile Metaphor Onomatopoeia Alliteration</p>	<p>Pupils peer-assess their work using the checklist Point</p>	<p>Ask students to revise key vocabulary 1 on</p>

Y7 Bridging SOL – Legends, myths and forests

<p>creatures (The Goblin Market)</p> <p>LO: understand of the effects of linguistic devices</p>		<p>think the author has used linguistic devices.</p> <p>Challenge: annotate each of the highlighted devices with their correct name.</p>	<p>response to the following question.</p> <ol style="list-style-type: none"> How does the author use linguistic devices to show the goblins and the market is frightening/evil Teach models a PEE paragraph Students write a PEE paragraph in pairs 	<p>Repetition</p>	<p>Evidence (quote) Explain Challenge: Layers of meaning</p>	<p>the knowledge organiser.</p>
<p>Lesson 7 Modern portrayals of the forest (Harry Potter) L.O. To understand the <u>effects</u> of writers' choices</p>	<p>DO NOW - Students look at the vocabulary list and look up any they don't know. Then use each word in a sentence.</p>	<p>Reading:</p> <ol style="list-style-type: none"> Read the extract from chapter 15 of Harry Potter and the Philosopher's Stone ('The Forbidden Forest'). Use coloured pencils to highlight all of the positive/negative words. Annotate to show which are adjectives, verbs, adverbs and nouns. 	<p><i>How does the author show us that the Forbidden Forest could be a negative/frightening (you choose which word) place to be?</i></p> <p>Teacher to model how to answer this question using PEE to structure response. CHALLENGE: layers of meaning – extra detail to explain the writer's word choice.</p>	<p>Fork Winding Straining Faintest Towering Forbidden</p>	<p>Pupils self-assess their work using the checklist Point Evidence (quote) Explain Challenge: Layers of meaning</p>	<p>Reading: Read a book within your ZPD/reading age and complete an Accelerated Reader quiz.</p>

Y7 Bridging SOL – Legends, myths and forests

<p>Lesson 8 Modern portrayals of the forest L.O. To understand the effects of linguistic devices</p>	<p>DO NOW: Match up the sentences to the linguistic device</p>	<p>In pairs, using coloured pencils, students go through the text again, highlighting where they think the author has used linguistic devices.</p> <p>CHALLENGE: annotate each of the highlighted devices with their correct name.</p>	<p><i>How does the author use linguistic devices show us that the Forbidden Forest is frightening/alive (you choose)?</i> Teacher to model how to answer this question using PEE to structure response. CHALLENGE: layers of meaning – extra detail to explain the writer’s word choice.</p>	<p>Linguistic devices Simile Metaphor Onomatopoeia personification</p>	<p>Pupils self-assess their work using the checklist <u>Point</u> <u>Evidence (quote)</u> <u>Explain</u> <u>Challenge: Layers of meaning</u></p>	
<p>Lesson 9 Descriptive writing L.O. Write using descriptive language to create imagery</p>	<p>DO NOW: Spellings and meanings – test on home work set last week</p>	<ol style="list-style-type: none"> In pairs, students look at the four pictures of forests/woodland. In pairs, discuss which looks the most inviting and which looks the most uninviting. Share thoughts with the class and offer justification. Students pick the image that they like best (because it looks most inviting or because it is most interesting). Discuss what type of creatures might live in this particular forest. 	<ol style="list-style-type: none"> Students draw or describe a creature of their own invention that would reside in this particular wood/forest. Write effective adjectives and verbs that describe the appearance and movements of the creature around the picture, or include them in your description. Students write 1-2 paragraphs as if they were a hiker who had gotten lost in the woods and came across the creature. Students include descriptions of the forest/wood. Zoom in 	<p>Descriptive Imagery Inviting/uninviting Appearance Reside</p>	<p>Self-assess using the check-list OR introduce the assessment ladder.</p> <p><u>Use of paragraphs for new time, idea, place, topic or person</u> <u>Correct spelling</u> <u>Accurate use of a range of punctuation</u> <u>Variety of sentence types</u> <u>All 5 senses described</u> <u>Use of linguistic devices</u></p>	<p>Ask students to revise key vocabulary 2 on the knowledge organiser</p>

			on details of the hiker’s surroundings and the creature to create a vivid image in the reader’s mind.			
<p>Lesson 10 Descriptive writing</p> <p>LO. Write using sensory language to describe.</p>	<p>DO NOW: In pairs, students come up with something they could see, smell, taste, touch and hear inside the woods/a forest.</p>	<ol style="list-style-type: none"> 1. Create a mind map of the ideas shared by the class 2. Look at the extract from The Lion, the Witch and the Wardrobe – spot the use of sensory language 	<p>Using the mind maps, students write a sensory description of a walk through the woods. Use all 5 senses at least once.</p> <p>CHALLENGE: Students use personification, onomatopoeia, simile and metaphor to describe some of the senses.</p>	<p>Senses Sensory language Description Scattered Scents Transparent</p>	<p>Use the checklist or the assessment grid to self or peer assess work. Write your assessment in bullet points below the paragraphs</p>	
<p>Lesson 11 Narrative Writing</p> <p>LO. Create a narrative using descriptive language including language devices for effect</p>	<p>DO NOW: Flower name anagrams. In pairs, come up with some descriptive words/phrases for these flowers.</p>	<p>Listen to contrasting woodland bird song and explore the different effects</p> <p>https://www.youtube.com/watch?v=H1iboKia3AQ</p> <p>https://www.youtube.com/watchv=LYF2VzCN0os&t=110s</p> <p>Create a spider diagram of positive and negative descriptions of the forest</p>	<p>Teacher models creating a plan for the narrative using a story mountain</p> <ol style="list-style-type: none"> 1. Who are your characters? 2. What/who is going to be your problem in the forest? 3. How is your problem going to be resolved? 4. What are the key features of your setting – using ideas from the past 3 lessons 	<p>Sensory language Metaphor Onomatopoeia Description Narrative Paragraphs Imagery</p>	<p>Peer assess using the checklist</p> <p>Check list</p> <ul style="list-style-type: none"> • Use of paragraphs for new time, idea, place, topic or person • Correct spelling • Accurate use of a range of punctuation 	

Y7 Bridging SOL – Legends, myths and forests

			Students discuss these ideas with a partner – then complete their own story mountain		<ul style="list-style-type: none"> • Variety of sentence types • All 5 senses described • Use of linguistic devices • Range of vocabulary 	
<p>Lesson 12 Narrative Writing</p> <p>LO. Create a narrative using descriptive language and a range of sentences</p>	<p>DO NOW: Explore different sentence types.</p>	<p><i>In pairs, students come up with a description of something scary in the forest using the most powerful words either from the list (see vocab) or words of their own.</i></p>	<p>Students continue to work on their stories, considering vocabulary and sentence types.</p>	<p>Narrative Imagery Scary petrifying frightening Pitch black dim dark Isolated lonely deserted Grotesque horrible ghastly</p>	<p>Self-assess according to the checklist</p>	

Texts

A Midsummer Night's Dream, William Shakespeare (1605)

Y7 Bridging SOL – Legends, myths and forests

Enter a Fairy at one door, and Robin Goodfellow at another

FAIRY ... you are that shrewd and knavish sprite

Called Robin Goodfellow. Are not you he
That frights the maidens of the villag'ry,
Skim milk, and sometimes labour in the quern,
And bootless make the breathless housewife churn,
Mislead night wanderers, laughing at their harm?
Those that 'hobgoblin' call you, and 'sweet puck',
You do their work, and they shall have good luck.
Are not you he?

***Goblin Market* (extract), by Christina Rossetti (1859)**

Down the glen tramp little men.

One hauls a basket,

One bears a plate,

One lugs a golden dish

Of many pounds weight.

How fair the vine must grow

Whose grapes are so luscious;

How warm the wind must blow

Through those fruit bushes."

Y7 Bridging SOL – Legends, myths and forests

“No,” said Lizzie, “No, no, no;
Their offers should not charm us,
Their evil gifts would harm us.”
She thrust a dimpled finger
In each ear, shut eyes and ran:
Curious Laura chose to linger
Wondering at each merchant man.
One had a cat’s face,
One whisk’d a tail,
One tramp’d at a rat’s pace,
One crawl’d like a snail,
One like a wombat prowl’d obtuse and furry,
One like a ratel tumbled hurry skurry.
She heard a voice like voice of doves
Cooing all together:
They sounded kind and full of loves
In the pleasant weather.

Y7 Bridging SOL – Legends, myths and forests

***Alice in Wonderland*, chapter 12, Lewis Carrol (1865)**

The King turned pale and shut his note-book hastily. 'Consider your verdict,' he said to the jury, in a low, trembling voice.

'No, no!' said the Queen. 'Sentence first--verdict afterwards.'

'Stuff and nonsense!' said Alice loudly. 'The idea of having the sentence first!'

'Hold your tongue!' said the Queen, turning purple.

'I won't!' said Alice. 'Who cares for you?' (she had grown to her full size by this time.) 'You're nothing but a pack of cards!'

At this the whole pack rose up into the air, and came flying down upon her: she gave a little scream, half of fright and half of anger, and tried to beat them off, and found herself lying on the bank, with her head in the lap of her sister, who was gently brushing away some dead leaves that had fluttered down from the trees upon her face.

'Wake up, Alice dear!' said her sister; 'Why, what a long sleep you've had!'

'Oh, I've had such a curious dream!' said Alice, and she told her sister, as well as she could remember them, all these strange Adventures of hers that you have just been reading about; and when she had finished, her sister kissed her, and said, 'It *was* a curious dream, dear, certainly: but now run in to your tea; it's getting late.' So Alice got up and ran off, thinking while she ran, as well she might, what a wonderful dream it had been.

***The Lion the Witch and the Wardrobe*, C.S. Lewis (1950)**

A light breeze sprang up which scattered drops of moisture from the swaying branches and carried cool, delicious scents against the faces of the travellers.

The trees began to come fully alive.

Y7 Bridging SOL – Legends, myths and forests

The larches and birches were covered with green, the laburnums with gold.

Soon the beech trees had put forth their delicate, transparent leaves.

As the travellers walked under them the light also became green.

A bee buzzed across their path.

The Forbidden Forest, Harry Potter and the Philosopher's Stone, JK Rowling

The moon was bright, but clouds scudding across it kept throwing them into darkness. "...it's into the forest you're going and I'm much mistaken if you'll all come out in one piece." said Filch. At this Neville let out a little moan and clutched the sleeve of Harry's robe. Holding his lamp up high Hagrid pointed down a narrow winding earth track that disappeared into the thick black trees. A light breeze lifted their hair as they looked into the forest. The forest was black and silent. A little way into it they reached a fork in the earth's path. Every now and then a ray of moonlight through the branches above lit a spot of silver-blue blood on the fallen leaves. Harry saw that Hagrid looked very worried. They walked passed a mossy tree stump. Harry could hear running water; there must be a stream somewhere close by. There were still spots of unicorn blood here and there along the winding path. The three of them listened, something was slithering over dead leaves nearby: it sounded like a cloak trailing along the ground. Hagrid was squinting up the dark path but after a few seconds the sound faded away. Suddenly in a clearing ahead something definitely moved. And into the clearing came - was it a man, or a horse? To the waist a man with red hair and beard but below that was a horses gleaming chestnut body with a long reddish tail.