

ACP Learning Outline – English - Adventure

<u>Learning Aim (WALT)</u>	<u>Activities</u>	<u>Learning Outcome (WILF)</u>
<p>1. Race to the Pole</p> <p>Read and understand a range of texts: identify and interpret information and ideas</p> <p>AO1</p>	<ul style="list-style-type: none"> - Look at a map of the world and identify where the North and South Poles are in relation to the UK. Watch video https://www.youtube.com/watch?v=m_LSovN_M_c about Amundsen and Scott. Get student to recall the facts. - PPT1-slide 2 – Explain Shackleton tried earlier. Look at the information about Shackleton. Work with the student to find the main points & put the key points into a list. - Worksheet 1.1 – read text and determine who got there first, get them to explain why they came to that answer. - Worksheet 1.2 – use the text to help answer the questions. 	<ul style="list-style-type: none"> • Locate some points and information in simple texts (E1) • Locate main points and information in text (E2) • Locate key text in text (E3) • Locate and use ideas and information to support ideas (L1)
<p>2. Why the Norwegians won?</p> <p>Compare writers’ ideas and perspectives</p> <p>AO3</p>	<ul style="list-style-type: none"> - Set up a sheet with 2 sections (Amundsen and Scott) Re watch video from last lesson, pausing so they can write down key pieces of information. - Worksheet 2.1 & 2.2. – read the texts about Amundsen and Scott. Identify the similarities and differences - For E3 students – look back at the information and create a written answer to the main question. 	<ul style="list-style-type: none"> • Identify a similarity or difference between descriptions of an event in simple texts (E1) • Identify a similarity of difference between characters, events and presentation style from simple texts (E2) • Identify several similarities and differences between presentations of an event (E3) • Identify similarities and differences between significant events (L1)
<p>A Passion for Climbing</p> <p>Explain and comment on how writers use language and structure to achieve effects and influence readers.</p> <p>Use vocabulary and sentence structure for clarity, purpose and effect.</p> <p>Use accurate spelling and punctuation</p> <p>AO2 AO6</p>	<ul style="list-style-type: none"> - Worksheet 3.1 – read text with student and take turns asking each other questions about what has been read to check understanding. Then use the information to decide the best title. Discuss why the decision was made. - Worksheet 3.2 – using the text from worksheet 1 answer the questions to check comprehension further. - PP3-slides – Explain that Joe has a passion for climbing and wants to write an article for primary children about his climbing exploits. Use the prompts in slide 2 and the image in slide 3 to help plan and complete a piece of writing suitable for the audience. 	<ul style="list-style-type: none"> • Establish meaning of a simple word in a text (E1) • Use contextual clues to understanding meaning of simple words and language in a text (E2) • Identify features of language used by the writer (E3) • Show awareness of language and structure in narrative text (L1)
<p>In search of adventure</p> <p>Read and understand a range of texts. Identify and interpret explicit and implicit information and ideas.</p> <p>AO1</p>	<ul style="list-style-type: none"> - Discuss where we can find information on “adventure” as a topic. - Worksheet 4.1 – answer questions about how to find information. - Use the internet and reference books (travel brochures) and use this to plan an adventure trip of their own. This can be done as a spider diagram or by setting up key questions of what information is needed (cost, where, what to do, how long, travel options, who with). Then write this up as a plan to give to a parent or friend to show what adventure they are going to do. 	<ul style="list-style-type: none"> • Locate some points and information in a simple text (E1) • Locate the main points and information in a text (E2) • Locate information in texts (E3) • Locate and use ideas and information in text (L1)

<p>Survival</p> <p>Communicate clearly, effectively and imaginatively. Select and adapt tone and style for different purposes and audiences Use vocabulary and sentence structures for clarity, purpose and effect. Use accurate spelling and punctuation AO5, AO6</p>	<ul style="list-style-type: none"> - PP5-slide 1 – look at the picture and discuss what thoughts and feelings they have about the image. Ask them how they would feel if they were shipwrecked and had to find ways to survive. Create a list of 10 things they use each day & sort them into will and won't miss. Determine an order from most to least missed. - PP5-slide 2 & 3 – look at key points for sentence structure and same sounding different words. Look up meanings and practice spellings. Complete worksheet 5.3 - Worksheet 5.1 – use the worksheet prompts to explore how people may feel when shipwrecked. - Worksheet 5.2 - write a letter in a bottle to appeal to be saved. Use the prompts (or plan for gold) to complete the task. 	<ul style="list-style-type: none"> • Show some awareness of full stops and capital letters (E1) • Demarcate most sentences with full stops and capital letters (E2) • Use capital letters, full stops and question marks accurately (E3) • Begin to use commas and speech marks accurately (E3) • Use all punctuation accurately and appropriately (L1)
<p>A big adventure</p> <p>Communicate clearly, effectively and imaginatively. Select and adapt tone and style for different purposes and audiences Use vocabulary and sentence structures for clarity, purpose and effect. Use accurate spelling and punctuation AO5, AO6</p>	<ul style="list-style-type: none"> - PP6-slide 2 – look at the verb, adjective and adverb examples and discuss how they make the sentences more interesting for the reader. - PP6-slide 3 – look at the words for different types of adventure, work with the student to create sentences to describe 2 adventures of their choice from the list. Start with basic sentences and referring to slide 2, improve them to make them more interesting. - Worksheet 6.1 – complete the application form for an adventure trip. Use the prompts and previous task to support the writing as needed. 	<ul style="list-style-type: none"> • Use some simple descriptive language (E1) • Use appropriate words to create interest (E2) • Choose words to create variety and interest (E3) • Make adventurous and effective choice of vocabulary (L1)
<p>Adventure – Entry Level Assessment Activity</p>	<ul style="list-style-type: none"> - E3 students to complete Gold assessment activity. - E2 students to complete Silver assessment activity. - E1 students = this is optional based on teacher discretion. - Teacher to mark and file activity with targets for improvement shared with student for the next topic 	<ul style="list-style-type: none"> • See markscheme
<p>Adventure – GCSE Ready extension (also for L1 Functional skills students)</p>	<ul style="list-style-type: none"> - Reading Task – Look at the image and statements and use to answer question 1. GCSE student should be able to create sentences to answer the questions using the information and examples. - Writing Tasks – plan and write about “<i>Lost in a City at Night Time</i>”. Work through the questions 2-5 to help plan and prepare the writing task. Finish by writing own descriptive piece using paragraphs, structures and language from the answers. 	<ul style="list-style-type: none"> • Explain and comment on use of writer’s language to influence reader • Explain and comment on use of writer’s language to achieve effects • Use examples to support views • Use vocabulary and sentence structure for clarity, purpose and effect