

## Medium Term Plan – A Tale Unfolds – *El Dorado, The Lost City Of Gold*

Week	National Curriculum Objectives Covered	Daily Overview Of Tasks
1	<p>Characters &amp; Chapter 1</p> <ul style="list-style-type: none"> <li>• Participate in discussion, taking turns and listening to what others say</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Develop and refine ideas in writing using planning and problem-solving strategies</li> <li>• Use characterisation to engage readers' interest</li> <li>• Discuss writing similar to that which we are writing in order to learn and understand from its structure.</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> <li>• Read aloud your own writing with intonation and control</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce the project</li> <li>2. Read &amp; study chapter 1 discussing ideas for your own film using the chapter as a guide</li> <li>3. Study the characters in chapter 1 &amp; develop the main characters for your own film</li> <li>4. Write a short, final character profile</li> <li>5. Film the character profiles</li> </ol>
2	<p>Letter writing &amp; Chapter 1</p> <ul style="list-style-type: none"> <li>• Learn the rules of letter writing</li> <li>• Discuss how language, structure and presentation contribute to meaning</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Organise ideas into paragraphs</li> <li>• Read aloud your own writing with intonation and control</li> <li>• Evaluate and edit your own and others' work suggesting improvements</li> </ul>	<ol style="list-style-type: none"> <li>1. Revisit the features of the letter in chapter 1 &amp; plan your own</li> <li>2. Make detailed notes &amp; begin a draft of your letter</li> <li>3. Develop your letter draft with sentence level work</li> <li>4. Produce the final copy of the mission letter.</li> <li>5. Film the letter reading scene</li> </ol>
3	<p>Diary writing &amp; Chapter 2</p> <ul style="list-style-type: none"> <li>• Discuss how language, structure and presentation contribute to meaning</li> <li>• Participate in discussion, taking turns and listening to what others say</li> <li>• Checking that the text makes sense to them, discussing their understanding and</li> </ul>	<ol style="list-style-type: none"> <li>1. Read chapter 2 &amp; look at things from minor characters' perspectives</li> <li>2. Develop your ideas on perspectives of minor characters</li> </ol>

	<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>• Learn the rules of diary writing</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Organise ideas into paragraphs</li> <li>• Read aloud your own writing with intonation and control</li> <li>• Evaluate and edit your own and others' work suggesting improvements</li> </ul>	<ol style="list-style-type: none"> <li>3. Plan one day of a diary from a minor character</li> <li>4. Complete a series of diary entries based on the evidence from the text</li> <li>5. Produce a diary entry based on the text as a class and represent it using photographs</li> </ol>
4	<p>Diary writing</p> <ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Preparing writing to read aloud and perform, showing understanding through intonation, tone, volume and action</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Learn to write a diary in the first person</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Use simple organisational devices such as headings</li> <li>• Compose and rehearse sentences orally, progressively building vocabulary and sentence structures</li> <li>• Discuss and record ideas</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> </ul>	<ol style="list-style-type: none"> <li>1. Plan a diary for your film</li> <li>2. Use your plan to write super sentences for each entry</li> <li>3. Write a draft diary</li> <li>4. Produce a final version of the diary</li> <li>5. Make a voice-over diary audio recording and take photos which reflect the diary entries.</li> </ol>

5	<p>Scriptwriting &amp; Chapter 3</p> <ul style="list-style-type: none"> <li>• Discuss how language, structure and presentation contribute to meaning</li> <li>• Participate in discussion, taking turns and listening to what others say</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences and justifying inferences with evidence</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Compose and rehearse sentences orally, including dialogue</li> <li>• Learn the conventions of different types of writing</li> <li>• Compose and rehearse sentences orally, progressively building vocabulary and sentence structures</li> <li>• In non-narrative material, use simple organisation devices</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> <li>• Preparing playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ol style="list-style-type: none"> <li>1. Read &amp; study chapter 3 in detail &amp; make a profile of Luis Jimenez</li> <li>2. Plan a job advert for crew on Luis' pirate ship using evidence from the text</li> <li>3. Complete a job advert including a sentence level focus</li> <li>4. Study the features of a script &amp; write a short practise script based on events in the book</li> <li>5. Perform your short script focusing on bringing the stage directions to life</li> </ol>
6	<p>Scriptwriting</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally, including dialogue</li> <li>• Learn the conventions of different types of writing</li> <li>• Compose and rehearse sentences orally, progressively building vocabulary and sentence structures</li> <li>• In non-narrative material, use simple organisation devices</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> <li>• Preparing playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ol style="list-style-type: none"> <li>1. Plan a script for your film &amp; write dialogue</li> <li>2. Use your plan to write super sentences for your stage directions</li> <li>3. Write a draft script</li> <li>4. Produce a final version of the script</li> <li>5. Perform your final script</li> </ol>
7	<p>Narrative &amp; Chapter 4</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ol style="list-style-type: none"> <li>1. Read &amp; study chapter 4 in detail</li> <li>2. Focus on two sections of the chapter in more detail</li> </ol>

	<ul style="list-style-type: none"> <li>• Discuss how language, structure and presentation contribute to meaning</li> <li>• Participate in discussion, taking turns and listening to what others say</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ol style="list-style-type: none"> <li>3. Focus on the narrative section, analysing the emotions &amp; reactions of the main character</li> <li>4. Plan and draft a narrative of the same events from another character's perspective</li> <li>5. Produce a final edit of your narrative, checking it follows the events in the book</li> </ol>
8	<p>Narrative writing</p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Compose and rehearse sentences orally, progressively building vocabulary and sentence structures</li> <li>• Organise ideas into paragraphs</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> <li>• Preparing writing to read aloud and perform, showing understanding through intonation, tone, volume and actions</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ol style="list-style-type: none"> <li>1. Plan a narrative journey for your film</li> <li>2. Use your plan to write super sentences</li> <li>3. Write a draft journey narrative</li> <li>4. Produce a final version of the narrative</li> <li>5. Perform a voice-over of your narrative</li> </ol>
9	<p>Chapter 5</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Discuss how language, structure and presentation contribute to meaning</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Participate in discussion, taking turns and listening to what others say</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ol style="list-style-type: none"> <li>1. Read &amp; study chapter 5 in detail leaving the last page</li> <li>2. Plan possible endings for the book</li> <li>3. Using your plan, write a 'twist in the tale' ending</li> <li>4. Read the final page and then add a scene introduction &amp; stage directions to the dialogue</li> <li>5. Rehearse and perform your final script in front of your peers</li> </ol>

<p>10</p>	<p>Scriptwriting</p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Compose and rehearse sentences orally, including dialogue</li> <li>• Learn the conventions of different types of writing – diary writing</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Compose and rehearse sentences orally, progressively building vocabulary and sentence structures</li> <li>• In non-narrative material, use simple organisation devices</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> <li>• Preparing a playscript to read aloud and perform, showing understanding through intonation, tone, volume and action</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ol style="list-style-type: none"> <li>1. Plan a script for your film</li> <li>2. Use your plan to write super sentences for your scene introduction</li> <li>3. Write a draft script with stage directions</li> <li>4. Produce a final version of the script</li> <li>5. Perform your final script</li> </ol>
<p>11</p>	<p>Information writing &amp; film première programme (Optional week)</p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Organise ideas into paragraphs</li> <li>• Discussing and recording ideas</li> <li>• Draft and write by composing and rehearsing sentences orally</li> <li>• Evaluate and edit your writing and the work of others suggesting improvements</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Preparing writing to read aloud and perform, showing understanding through intonation, tone, volume and action</li> </ul>	<p>(Optional week)</p> <ol style="list-style-type: none"> <li>1. Write a short synopsis (without a spoiler) for the film première programme</li> <li>2. Write film critic style quotes using hyperbole for the front of their film première programmes</li> <li>3. Write questions for an actor's interview &amp; then plan responses to those questions</li> <li>4. Write and then edit a draft version of the interview questions and answers</li> <li>5. Write a final version of the interview questions and film some questions and responses</li> </ol>