

Autumn Term 1: Egyptian Literacy Planning

Number of lesson/ Dated thereafter	Learning Obj	Main Lesson	Group Work	Plenary
1	Inset Day	<i>Inset Day</i>	<i>Inset Day</i>	<i>Inset Day</i>
2	L/O: I can see how the author describes a character within the actual text.	<p>Story with historical setting: The Time Travelling Cat. Read Chapter 1.</p> <p>Identify the details in the text that describe the character of dad and Topher. Look at the setting. There is an underlying tone of loss in this chapter.</p> <p>Children discuss their own response to the character and the way that an author achieves this. Write a character sketch using evidence from the text.</p> <p>Split the class up in two: father, son. Every time the son is mentioned the children from that group should jot down ideas that they have gleaned from that piece of text and vice versa. Look at the information that we have discovered so far, just by reading between the lines.</p>	<p>Draw a picture of what you think Topher looks like. Surround this picture with information that you have picked up about him from the first chapter.</p> <p style="color: red;">Adjectives given to help children to complete this task.</p> <p>Draw a picture of the father and surround this picture with information based on this character.</p>	<p>Look at examples of good work and praise those who have set the work out according to Hollywell standards.</p>

3	L/O: I can describe a cat in detail using words and phrases to make this cat sound extra special.	<p>Look at how the author describes the cat in Chapter 1. She is introduced straight away in the first paragraph. Why is necessary to describe her in a certain way? What does this convey to the reader?</p> <p>Read excerpts from the text concerning the cat.</p>	<p>Look at a picture of a Chelsea bun. How has the author used this image to describe the cat? Do you think that this simile works?</p> <p>Draw a picture of the cat based on the descriptions. Label with straight lines.</p> <p>Read the text carefully. Highlight phrases which show this cat to be special or mystical.</p> <p>Guided Group: Modelled writing. Imagine you are writing about a mystical cat. How could you use Julia Jarman's techniques to write about this creature and give it an air of mystery?</p>	<p>Talk about what you think will happen next in the story. Jot down ideas to see if they are right during the next session.</p>
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4	L/O: I know why the author uses rhetorical questioning. I can write question accurately and use this device in my own writing.	Read page 11. This page focuses on rhetorical questioning as a technique to get the reader interested. Highlight the number of questions. Why does the writer do this? Do you think this allows the reader to understand what Topher is thinking?	<p>How to write questions. Focus on the question words: what, which why where, who, why and how.</p> <p>Guided Group: Modelled writing. Focusing on the use of question marks. Model the writing of something waking you up in the middle of the night. What kinds of questions run through your brain? How can the writer use these questions to show fear and make the reader frightened too?</p> <p>Question worksheet. Putting in the question word and the question mark at the end.</p> <p>Rhetorical questioning worksheet.</p> <p>Guided Group: Modelled writing. Focusing on the use of question marks. Model the writing of something waking you up in the middle of the night. What kinds of questions run through your brain? How can the writer use these questions to show fear and make the reader frightened too?</p>	Role play waking up in the middle of the night and asking these questions.
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5	L/O: I can create a missing pet poster, giving an accurate description of the pet	<p>Read the rest of the Chapter 3. Talk about Ka. Show the children: http://primaryhomeworkhelp.co.uk/egypt/ka.htm What does this say about Ka? Do the children understand this? Why does Topher suddenly want the cat back in his life? Topher puts up missing posters around his village to find Ka. Show the children how such a poster should look. Discuss what it should include. Description of cat. Extraordinary features. Name of cat. Where the cat has gone missing etc. Name and phone number of owner. Model how to create the poster.</p>	<p>Use Google to look at missing pet posters. Have several printed out for the children to look through. Which posters do you consider to be the most effective and why? Give out different samples according to ability.</p> <p>Look at the Lost and Found page of the Nottingham Evening Post. Can the children create a Missing poster for one of the pets listed?</p>	<p>Show the finished posters to the class. Evaluate.</p>
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L/o: I can use interesting verb choices to describe how a cat moves. I can use them in my writing to describe an ornament coming to life. I can use similes too.

Read the first paragraph of chapter 4 where the stone creature comes to life. Discuss how effective this paragraph is rather just a phrase such as: the stone came to life. Here, the author uses the senses of sight and touch to convey this. Discuss how the author describes the way that the cat's hair ripples and how each element slowly changes in front of Topher's very eyes. Give the children various cat ornaments to look at. With writing partners, discuss what their cats would look like if they suddenly sprang to life. Allow time for the children to jot down their ideas on whiteboards. Watch a video that involves cat movement. In pairs, jot down words and phrases that conjure up feline movement/life that can be used to describe this ornament coming to life.

Rewatch video on cats. Match words such as twitch, glisten, swish, arch, tiptoe, scratch, rub, etc with the right body part.

Rewatch video on cats. Using certain aspects of the body, look at how a cat moves. With a list of cat body parts, write down how this part of the body moves/reacts/ becomes cat-like. Use words like: fur, claws, paws, legs, tail, eyes, nose, teeth, ears, head, and body. If T A is available, use T A to improve vocabulary. Write each phrase in a sentence.

Using a sample ornament, model how to write a piece of writing whereby the statue is slowly coming to life. Work with writing pairs.

Guided: Using a sample ornament, model how to write a piece of writing whereby the statue is slowly coming to life. Focus on making the writing more creative by using similes.

<http://www.tes.co.uk/teaching-resource/Teachers-TV-Story-Writing-Seven-Dramatised-Clips-6044207/>

Watch above clip at 5.43 Explain that it is a bit frightening even though you do not actually see anything scary in the video. It is actually your imagination that is working overtime. It is of a dinosaur coming to life. When an author or film maker decides to show such a things/he takes it really slowly to add to the suspense. How is suspense made when you watch this film?

7	L/O: I can read and text and answer question, showing good comprehension skills.	<p>Finish Chapter 4</p> <p>Using YouTube, watch a video of an advert for cat food. http://www.youtube.com/playlist?list=PLOB2AACDF71EFB9D4</p> <p>(Select appropriate advert) Jot down the persuasive techniques used to get people to want to buy that make of act food for their cat. Watch adverts for Felix and Whiskas etc. How can we tell that the cats on those adverts are loved/taken care of? Using writing partners jot down the ways that media show this. Those who have cats know that there are things that you have to do to be a good owner. Ask these pupils to stand up and explain what a cat requires as a pet.</p> <p>Give out the report: <i>Cats - Just how sacred are they?</i> Children should read this in pairs. Highlight words that they do not understand and explain what these words mean.</p>	<p>With reading partners make a list of things that are the same regarding being a cat owner and things that are different.</p> <p>Read the piece and answer various questions to assess comprehension (using reading partners if necessary)</p> <p>Look carefully at the text and give opinions using the text to give meaning to the answers. For example: How would you feel if your cat died in the Egyptian times? The answers must include various reasons, showing an in depth understanding.</p>	Read Chapter 5
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8	L/O: I am developing my research skills in a number of ways.	<p>Read up to chapter 8. Using nonfiction books, research Bubastis and Bastet. Find out as much information as possible. Use website: http://landofpyramids.org/bastet.htm too.</p> <p>Use the information gained to make a nonfiction text on the Egyptians love of cats. Show the children how to use index, contents and scan for information.</p> <p>Then show the children how to make simple notes that can be used later.</p>	<p>http://emas4success.org/acrobat/TeachingMaterials/CurriculumMaterials/EnglishLanguageLiteracyandLiterature/GodoftheAncientEgyptians.pdf</p> <p>Very simple worksheets with close procedure which can be used for the cat goddess.</p> <p>Scanning and making notes on Bubastis and Bastet.</p>	<p>Discuss how we have developed our research skills today.</p> <p>Make a tick list of the things that we are able to do:</p> <ul style="list-style-type: none"> • Use an index • Use the index in the form of alphabetical order • Use the contents • Read subheadings to see what the writing is about • Scan for information • Jot down the facts that are needed but not the whole piece of writing • Make notes
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9	L/O:I can use the features of nonfiction texts to write about Bastet and Bubastis	<p>Look at the features of non-fiction texts and discuss what they mean:</p> <ul style="list-style-type: none"> heading opening statement sub-headings present tense long sentences with connectives short sentences present tense; impersonal Closing statement <p>Use this list of features to model how to write a piece of non-fiction text on Bubastis/Bastet.</p>	Provide various writing frames to suit ability.	Show good examples of non fiction writing.
10	L/o: I can use powerful verbs to describe a time travel sequence - using connectives.	<p>Read chapters 12-13. Here Topher time travels. Watch: http://www.youtube.com/watch?v=A04zOgN9DzE This is a compilation of time travel films. Read again the part where Topher travels. Talk about time travel as a class. How do you think it is done? Model how to write about time travel is an exciting way. Use powerful verbs and emphasize their usage: twist, turn, coil, wind, etc.</p>	<p>Group work: Show the children various images for time travel that they can put in an order of their choosing. They should write a sentence for each picture. Emphasize the use of powerful verbs.</p> <p>Look at the finished pieces. Give out various time connectives for the children to use at the beginning of each phrase like: Suddenly, a few seconds later, After a while, Lastly etc.</p>	Imaginary phone call: Children to work in pairs (back to back) Imagine you ring a friend to explain how suddenly you were propelled by time somewhere. Use those exciting words and phrases to explain what happened to you.

11	L/O: I can write a piece of descriptive writing on time travel using time	<p>Watch: http://www.tes.co.uk/teaching-resource/Teachers-TV-Story-Writing-Seven-Dramatised-Clips-6044207/</p> <p>2.28. This is a story start for the children to begin a piece of writing with. It ends with the child opening a box and then a flash of light. Discuss what they think may have happened to Elizabeth? Time travel? They should follow this piece of writing with their own paragraph of hurtling towards space etc., using the style of writing that they have learned the previous day.</p>	<p>Guided group: Work with the children to model a piece of writing. Concentrate on capital letters and full stops.</p> <p>Give the children a word bank of words and phrases that the children can use to help them with their piece of writing.</p>	<p>Read out good examples.</p> <p>Can the children think of any other ways that they can show the passing of time?</p>
12	L/O: I can research information on the Ancient Egyptians to use in my story writing.	<p>Read Chapter 14. Topher wakes up and seems to be living an Ancient Egyptian lifestyle. There are so many words and phrases that the author has used to show that Topher is not living in the present day. Ask the children to read the passage again and to list them with their writing partners onto whiteboards.</p> <p>Explain that authors who write stories with an historical setting have to pay close attention to historical detail to make sure that their book sounds as if it is set in a different time.</p>	<p>Explain to the children that if they were going to write such a piece of writing about Elizabeth and that she had travelled to the time of the Ancient Egyptians , what details would you include to show that life was not the same as life in 2013.</p> <p>How could you describe her home, furniture, the surrounding area, clothing, food, schooling, hobbies etc? In groups the children should find out as much as possible about these various areas, making notes on sugar paper.</p>	<p>The children should make a presentation of the information they have gained.</p> <p>The other children should try their best to take in the information as they will need it for their studies the next day.</p>

13	L/O: I can write a paragraph of my story setting the scene in the Egyptian times.	<p>Using the information gained from yesterday's session, talk about how Elizabeth suddenly finds herself in the time of the Ancient Egyptians. What does she see first? How does she feel? What is she surrounded by?</p> <p>Model how to write the next paragraph. Explain that it is important to include how Elizabeth must be feeling in all of this instead of just writing a list of historic facts. Make a list of words/ phrases that show fear. This word bank can be chosen from whilst writing the rest of the story. Words like: trembling, with sweaty hands, the hair stood on the back of her neck etc.</p>	<p>Give a list of words/phrases that describe fear that could begin each sentence such as:</p> <p>With sweaty hands I opened the door and saw.....</p> <p>Trembling I walked forward to see.....</p>	Read examples and evaluate.
14	L/O: I can use speech marks accurately.	<p>Topher hears his mother and father talking about his cat and is determined to save it. Show the children how to write speech accurately using speech marks. Talk about good writers only using speech sparingly when it is really important.</p> <p>Explain that "and" go around the voice. Each new speech starts with a capital letter and new speaker starts a new line.</p> <p>Model how to write speech between mother and father about the cat.</p> <p>Explain that the next piece of writing involves Elizabeth hearing a snatched piece of conversation about a cat being sacrificed.</p>	<p>Various Speech mark worksheets according to ability.</p> <p>Make an Egyptian comic strip showing the conversation with speech bubbles.</p> <p>Guided writing: Work with the children's ideas to show how speech should be written.</p> <p>Independent writing: Speech showing two adults talking about a cat sacrifice. Elizabeth overhears and is determined to rescue the poor animal.</p>	Recap on how speech should be written. Make a list of rules.

15	L/O: I can set the scene as I write my story - travelling along the River Nile.	<p>Topher sails along the Nile to Bubastis. Elizabeth does the same. What sort of sights would she see based on the project work that we have covered so far? Remember that to continue setting the story within an historical setting we must remember to include certain elements to make our story believable. How can they show descriptive detail that will make it believable to the reader?</p> <p>Watch the 7min video of the Nile during Ancient Egyptian times, http://www.youtube.com/watch?v=QLussf-QyjE with white boards to make notes of what you are going to write about as Elizabeth travels down the Nile to Bubastis.</p>	<p>Watch : http://www.youtube.com/watch?v=QLussf-QyjE</p> <p>Again and make notes of what you see. The one who makes the biggest list will receive a smiley.</p> <p>Guided Groups: Separate sessions within the lesson. Model how to incorporate the journey down the Nile with Elizabeth's anticipation. Use Elizabeth's rhetorical questioning to really show how she is feeling. E.g. Will I get there in time? Was I doing the right thing? Etc.</p>	Read good examples.
16	L/O: I can write in a certain way to create excitement. Bubastis.	<p>Chapter 17. Topher reaches Bubastis. This historical setting should now be more familiar to the children after the research that they have previously conducted. Discuss the descriptive detail to make the setting more vivid for the reader. Using whiteboards write down different elements of Bubastis that the author incorporates. These are gently slipped into the overall writing because the real element of the story is that the cat can communicate with Topher in some way.</p> <p>The author shows fear, excitement and tension. There are lots of rhetorical questions in this piece because Topher's mind is confused and panicky. He needs to solve this massive problem of his.</p>	Using previous work on Bubastis the children should write about entering this great temple. Incorporate within the writing the cat sending messages to Elizabeth and Elizabeth asking herself rhetorical questions as she explores.	Read examples. Give out a cymbal, drum, triangle to listeners and ask them to create sound effects as the story is read.

17	L/O: I can create a role play after reading Chapter 18 and watching a short video clip.	<p>Read Chapter 18. Stories of sacrifice always horrify us because we cannot believe that ancient people believed that killing a person or animal would make the gods happy. It is so against our thinking now. But if you add this idea to a story or a film it has us gripped because it is so nasty and horrible.</p> <p>Show the children the clip from Indiana Jones: http://www.youtube.com/watch?v=HGUMh5rOycc (not all as it is a bit scary.) Talk about what they see that makes this frightening. Discuss the differences with this and the piece of text that we have just read. Do you think it is like this at the Bubastis temple? How could we show this in our writing?</p>	<p>The people chant in both the text and the video. Why do you think that this is important? It gives an air of importance and mystery to the gathering. If you were writing a piece of writing on a sacrifice what words would you chant? What would you show? How would your main character hide and escape? What would they be doing there? (Mixed ability groups)</p> <p>In small groups role play Elizabeth's experience in Bubastis temple.</p>	<p>Watch the different role plays. Evaluate their effectiveness.</p>
18	L/O: I can add sound effects to make my role plays even more awe inspiring.	<p>In both the text and the video clip there is a lot of emphasis on sound/music/canting that really gives an air of excitement and fear to the pieces.</p>	<p>Using the chanted words that the children had used in their role plays, the children should work in pairs to make a sacrifice chant for the cat. When they are satisfied they may use instruments (drums, cymbals) to make this chant more atmospheric.</p>	<p>Listen to the children's various pieces and evaluate as a class.</p>

19	L/O: I can use my creativity to design a secret tunnel	<p>Read Chapter 19. In this chapter they manage to escape. Secret tunnels are always a good way to manage this.</p> <p>http://www.youtube.com/watch?v=Pr-8APOTo4k Watch Indian Jones escape from danger down a secret passageway. If you were writing such a piece, what ideas would you have for your characters to escape from and how would they manage it? Get the children to think of ideas with Talk Partners.</p>	<p>Design a secret tunnel under Bubastis. Incorporate elements of Ancient Egyptian life, danger zones and safety areas. Clearly label with rulers.</p>	<p>Children should make presentations to the class. Finish with Chapter 20.</p>
20	L/O: I know who has written the Time Travelling Cat and can write a letter of appreciation to the author.	<p>Finish the story with the children and discuss the ending with them. Tell them that I have actually sent our lesson planning to Julia Jarman and that she has very kindly responded. Explain that we have the chance to write to Julia Jarman about our experiences with the story. What sort of things should we incorporate into the letter?</p>	<p>Give the children a list of questions that the children should discuss before jotting down their ideas. Which elements of the story did they find exciting? Which elements of the story could they identify with? How did the story help them with their own writing? Did the story end in the way that they expected? Which characters did they like and why? What questions would you like to ask Julia?</p> <p>Use the answers to these questions to construct a class letter to Julia Jarman.</p>	<p>Write the class letter with the children after listening to their responses.</p>