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<th>Lesson Date</th>
<th>Lesson Title</th>
<th>Learning Objectives</th>
<th>Levelled Learning Outcomes (referenced to specific grade criteria)</th>
<th>Differentiated Learning Activities (to include tasks that develop students’ independent learning skills (Kagan structure, peer- and self-assessment activities and timed tasks))</th>
<th>Home Learning</th>
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| 1 8 January 2013 | What is a _____ anyway? | As a creative thinker, you:  
- WILL draw a picture of a pike using the descriptions given  
- SHOULD be able to say what your pike is thinking  
- COULD describe your pike as a Disney character | AO2i – relevant quotations | Starter: Teacher-led ‘Who am I?’ – students have 20 (closed – yes or no) questions to guess what I am! Introduce the scheme of learning and ask students to write the dates of the controlled assessment in their planners.  
Main Activity: From the description given, students draw an accurate representation of a pike in colour (give a prize for the most accurate), adding thought-bubbles, etc.  
Reflection: Judging the students’ drawings  
Resources: Matt’s pike activity sheet; A4 paper; coloured pencils; poetic devices list for home learning | Find the meanings of the poetic devices and write them in student-friendly language. (Due lesson 3) |
| 2 9 January 2013 | What is Ted Hughes’ attitude to the pike? | As an independent enquirer, you:  
- WILL comment on the poet’s viewpoint  
- SHOULD comment on implied meaning  
- COULD explore implied meanings | AO2i-iii – relevant quotations; develop and sustain interpretations; evaluate language | Starter: SWAT and SLAT (Single Word- and Line Analysis Technique) of Pike  
Main Activity: What is the poet’s attitude to the pike? Find evidence from poem in pairs and write a PEE paragraph to summarise Hughes’ attitude.  
Reflection: Pairs feedback their ideas to the class  
Resources: PowerPoint - Lesson 1; single word and line analysis extracts; Pike – Ted Hughes | Poetic devices quiz on the blog and write your score in the comments box. (Due lesson 4) |
| 3 16 January 2013 | What can I learn about the poet and the poem from my peers? | As an effective participant, you:  
- WILL make specific contributions  
- SHOULD make significant contributions  
- COULD challenge and respond to others | AO1ii - interact with others | Starter: A poetic devices Post-It on each student’s forehead; they ask other students closed questions to find out what poetic device they are. Quick discussion of poetic devices from the home learning task.  
Main Activity: Read interview with the poet and answer the question re. his attitude to the pike/ Ask or Add student-led questioning – what do they know about pikes and Pike?  
Reflection: ‘Find someone who…’ co-operative learning  
Resources: PowerPoint – Lesson 2; interview with Ted Hughes; ‘Find someone who…’ sheets; Ask/Add cards | Find one of each of the following poetic devices and explain why the poet used them in the poem: metaphor, simile, onomatopoeia. (Due lesson 5) |
| 4 22 January 2013 | Inferring and deducing information from A Case of Murder | As an independent enquirer, you:  
- WILL comment on the poet’s viewpoint  
- SHOULD comment on implied meaning  
- COULD explore implied meanings | AO2i-iii – relevant quotations; develop and sustain interpretations; evaluate language | Starter: SWAT and SLAT - A Case of Murder  
Main Activity: Find evidence from the poem and then write a PEE+E paragraph to answer each question about the poem (see PowerPoint).  
Reflection: Self-assessment using individual learning target at start of lesson  
Resources: PowerPoint - Lesson 3; single word and line analysis extracts; A Case of Murder – Vernon Scannell | Find one of each of the following poetic devices and explain why the poet used them in the poem: metaphor, simile, onomatopoeia. (Due lesson 5) |
| 5 23 January 2013 | Assessed speaking and listening task | As an effective participant, you:  
- WILL communicate your point of view  
- SHOULD emphasise important issues  
- COULD highlight priorities/essential detail | AO1ii – communicate clearly; listen and respond; interact with others | Starter: ‘Find someone who…’ co-operative learning  
Main Activity: House debate: ‘This house believes that the boy is not to blame for the death of the cat’.  
Reflection: Judges’ feedback to the teams and announce the winning team.  
Resources: PowerPoint – Lesson 4; ‘Find someone who…’ sheets | Research the poet Robert Burns (focus on his attitudes to nature) and create either a poem of your own, a mindmap, or a video log. (Due lesson 7) |
| 6 30 January 2013 | The poet’s feelings towards the hunter and the hare | As an independent enquirer, you:  
- WILL comment on the poet’s viewpoint  
- SHOULD comment on implied meaning  
- COULD explore implied meanings | AO2i-iii – relevant quotations; develop and sustain interpretations; evaluate language | Starter: SWAT and SLAT  
Main Activity: First impressions of the poem and annotations of poets’ feelings  
Reflection: Ask or Add student-led questioning: the poet’s feelings for the hare and hunter  
Resources: PowerPoint - Lesson 5; single word and line analysis extracts; Upon Seeing a Wounded Hare – Robert Burns; Ask/Add cards | Assessed home learning  
Write three more PEE+E paragraphs to explain | |
| 7 5 February 2013 | Comment on the use of language, form and structure | As a reflective learner, you:  
- WILL explain writer’s language  
- SHOULD provide detailed explanation  
- COULD evaluate effectiveness of | AO2i-iii – relevant quotations; develop and sustain interpretations; evaluate language | Starter: Individual annotation using Exploring Poetry PowerPoint  
Main Activity: Teacher models how to write a PEE+E paragraph to explain how the poet manipulates the reader/ students write their own.  
Reflection: Peer-marking desk buddy’s paragraph using success criteria  
Resources: PowerPoint - Lesson 6; Exploring Poetry PowerPoint; success criteria | Assessed home learning  
Write three more PEE+E paragraphs to explain |
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<td>(Set assessed home learning)</td>
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<td>How the poet makes the reader sympathise with the hare and condemn (feel anger at) the hunter. (Due lesson 8)</td>
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<td>8 6 February 2013</td>
<td>As an effective participant, you: WILL communicate your point of view; SHOULD emphasise important issues; COULD highlight priorities/essential detail</td>
<td>AO1-iii – communicate clearly; listen and respond; interact with others</td>
<td>Starter: Moral dilemma. What would you do? You see a deer dead by the side of a road… (see prompt sheet). Paired discussion, then fours, then whole-class. Main: In groups, prepare a presentation (min. 2 mins) to either defend or condemn the driver’s actions in Traveling Through the Dark (the teacher can nominate each group’s stance)/ Consider the situation by referring to the poem and consider the moral issues. Reflection: Groups present their argument to the class and answer questions from the floor. Resources: Traveling Through the Dark poem</td>
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<td>(Assessed home learning due)</td>
<td>As a reflective learner, you: WILL explain writer’s language; SHOULD provide detailed explanation; COULD evaluate effectiveness of language</td>
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<td>Starter: Hot seat the driver in Traveling through the Dark Main Activity: In pairs, looking at the effectiveness of individual word choices in Traveling through the dark / Model how to write a PEE(+E) paragraph about language in this poem. Reflection: Peer-assess of students’ own PEE(+E) paragraphs. Resources: PowerPoint - Lesson 9; Traveling Through the Dark poem</td>
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<tr>
<td>9 13 February 2013</td>
<td>As a team worker, you: WILL explain meaning of final stanza; SHOULD provide detailed explanation; COULD evaluate effectiveness of language</td>
<td>AO2-iii – relevant quotations; develop and sustain interpretations; evaluate language</td>
<td>Starter: Peer-assessment of students’ home learning answers using success criteria. Main Activity: In pairs, looking at the effectiveness of individual word choices in Vultures Reflection: Self-assessment using individual learning target at start of lesson Resources: PowerPoint - Lesson 10; Vultures cloze version &amp; text minus last stanza;</td>
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<td>10 26 February 2013</td>
<td>As a team worker, you: WILL explain writer’s language; SHOULD provide detailed explanation; COULD evaluate effectiveness of language</td>
<td>AO2-iii – relevant quotations; develop and sustain interpretations; evaluate language</td>
<td>Starter: Peer-assessment of students’ home learning answers using success criteria. Main Activity: In pairs, looking at the effectiveness of individual word choices in Vultures Reflection: Self-assessment using individual learning target at start of lesson Resources: PowerPoint - Lesson 10; Vultures cloze version &amp; text minus last stanza; Answer two from a choice of five questions using PEE+E paragraphs to structure your answers. (Due lesson 10)</td>
<td>Bring in one prop that can be used in a performance about the commandant in Vultures. (Due lesson 11)</td>
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<td>11 27 February 2013</td>
<td>As an effective participant, you: WILL use deliberate and purposeful expressions and gestures; SHOULD show understanding of the character through dialogue; COULD create a complex character through insightful choices in dialogue, gesture and movement</td>
<td>AO1iv – create and sustain a role</td>
<td>Starter: What do we know about the commandant, his family and his job? What props have the students brought in? Main Activity: In groups, create a role-play about the commandant from Vultures. Reflection: Selection of groups’ performances/s self-assessment using Speaking and Listening marking criteria Resources: GCSE Speaking and Listening marking criteria</td>
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<td>12 6 March 2013</td>
<td>As a reflective learner, you: WILL explain writer’s language; SHOULD provide detailed explanation; COULD evaluate effectiveness of language</td>
<td>AO2-iii – relevant quotations; develop and sustain interpretations; evaluate language</td>
<td>Starter: Model mind-mapping. Each group mind-maps one of the poems studied Main Activity: How to turn PEE into PEE+E Reflection: Peer-marking desk buddy’s paragraph using success criteria Resources: PowerPoint - Lesson 12; poetic devices memory game; exemplar PEE+E paragraphs; Handout 5.2 Complete plan for controlled assessment (Handout E5.2) (Due lesson 13)</td>
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<td>13 12 March 2013</td>
<td>As a reflective learner, you: WILL explain writer’s language; SHOULD provide detailed explanation; COULD evaluate effectiveness of language</td>
<td>AO2-iv – relevant quotations; develop and sustain interpretations; evaluate language;</td>
<td>Starter: Sit silently; get pens, annotated copies of the poems and plan out on desk/ Remind students that the poetry controlled assessment accounts for 10% of the English GCSE (in KS4). Main Activity: Explore the attitudes to animals in Upon Seeing a Wounded Hare and two other poems you have studied. Evaluation of the scheme of learning on the blog.</td>
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<td><strong>HALF TERM 18 – 22 February 2013</strong></td>
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## Lesson Learning outcome (to include a PLT objective)

Students will improve their ability to read, understand and comment on a poem as they:

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| 14 13 March 2013 | As a reflective learner, you: | **Reading & Writing Assessment Objectives**
- language
- social & historical context | **Differentiated Learning Activities**
- WILL explain writer’s language
- SHOULD provide detailed explanation
- COULD evaluate effectiveness of language

AO2i-iv – relevant quotations; develop and sustain interpretations; evaluate language; social & historical context | **Reflection:**
- Resources: Students’ own plans and already-annotated copies of the poems (though clean copies will be required for the real CA in Yr 10) | **Home Learning** |

Main Activity: Explore the attitudes to animals in Upon Seeing a Wounded Hare and two other poems you have studied.

**Starter:** Sit silently; get pens, annotated copies of the poems and plan out on desk. Remind students that the poetry controlled assessment accounts for 10% of the English GCSE (in KS4).