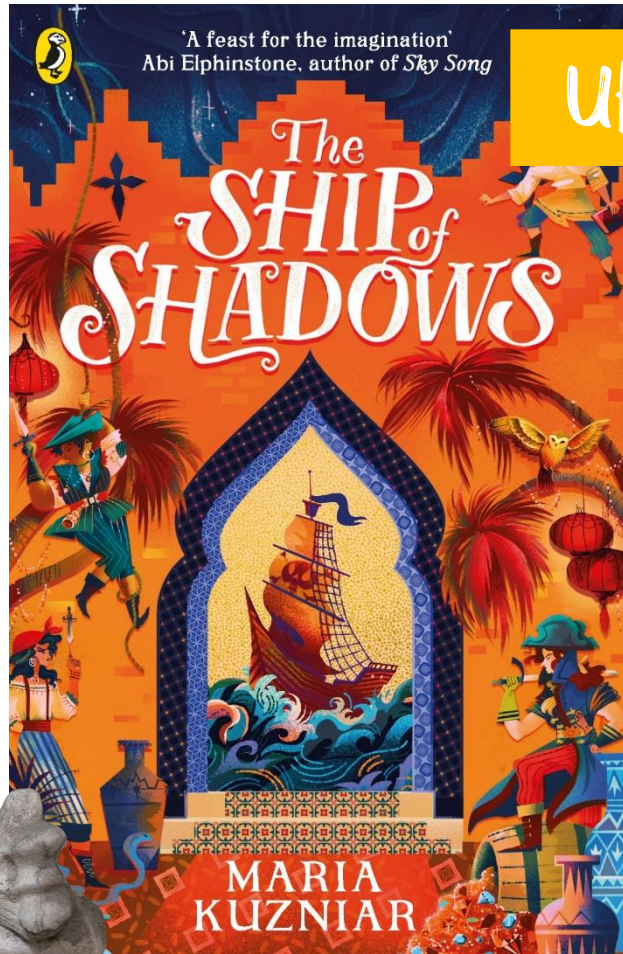


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UKS2



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Reading Comprehension

- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views



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Writing Composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]



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Overview

Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Chapters 1-6	Chapters 7-12	Chapters 13-18	Chapters 19 - 24	Chapters 25 - 30	Chapters 31 - 36
Writing: Newspaper article	Writing: Ships log	Writing: Magic Room description	Writing: Narrative - scary stories	Writing: Narrative - scary stories	Writing: Book Review and Reflection
Reading: Inference	Reading: Vocabulary	Reading: Prediction	Reading: Retrieval	Reading: Explanation	Reading: Summarise
Extra: Pirate Ship Design	Extra: Sketching own cabin	Extra: History - Golden age of Piracy	Extra: Computing - Toontastic 3D	Extra: Computing - Stop Motion	Extra: Geography- Maps

<https://docs.google.com/presentation/d/1CwO5hzu1Ej3gYdFh4YkGPPN1CMD1Rva71uHwWyouKmY/edit?usp=sharing>



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Week One

Chapters	Learning Objectives	Main activities	Resources
1-6	I am learning to write a recount in the style of a newspaper report.	Task One: Look at an example of a newspaper article. What are the main features? Task Two: Plan own newspaper article for what has happened so far in Seville. Task Three: Publish a newspaper article using information from the first few chapters.	Slides Newspaper Example Blank Newspaper Template
1	I am learning to draw inferences and justify these with evidence.	Task One: Read chapter One. Look at the extract. Discuss and answer questions from it. Task Two: What questions do you have after reading this extract?	Slides Extract with questions - differentiated.
6	I am learning to plan and design my own pirate ship.	Task One: Look at images and designs of pirate ships. What would they want to include on theirs. Plan and design a pirate ship.	Slides Images of other pirate ships.



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Week Two

Chapters	Learning Objectives	Main activities	Resources
7 - 12	I am learning to develop an understanding of log entry.	Task One: Examples of logs. Discuss key features. Task Two: Plan own log for events that have occurred on the Ship of Shadows so far. Task Three: Publish my log with all key information using the correct tense.	Slides Examples of logs Log - Checklist Blank Log Template
7	I am learning to discuss and assess the vocabulary used in a text.	Task One: Read Chapter 7. Looking carefully at chosen extract. What language stands out? Task Two: Create a Ship of Shadows dictionary of WOW words and why they were used.	Slides Chapter 7 Extract Ship of Shadows Dictionary Template
10	I am learning to draw texture using lines and tone.	Task One: Look at examples of cabins. You are going to draw your own cabin thinking of the texture of the material.	Slides Example cabin photos.



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Week Three

Chapters	Learning Objectives	Main activities	Resources
13-18	I am learning to use vocabulary for a chosen effect.	<p>Task One: Look at the vocabulary used to describe a place. Describe other places in detail.</p> <p>Task Two: Discuss the idea of the magic room. A room that could be anything. What would they want it to be? Plan their magic room using key vocabulary. How do they want others to feel when reading about their room?</p> <p>Task Three: Publish their writing of their magic room using vocabulary for their chosen effect.</p>	<p>Slides</p> <p>Images of places</p> <p>Descriptive vocabulary</p> <p>Magic Room Template</p>
13	I am learning to make predictions justifying my ideas with evidence.	<p>Task One: Read chapter 13. Look at key extract. Discussion over predictions of what happens next. Discuss justifications.</p> <p>Task Two: Children to write their predictions using evidence from the extract to justify it.</p>	<p>Slides</p> <p>Chapter 13 Extract</p>
	I am learning to research and verify information.	<p>Task One: Children to research the Golden Age of Piracy and log their findings</p>	<p>Slides</p> <p>Log template of research</p>



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Week Four

Chapters	Learning Objectives	Main activities	Resources
19-24	I am learning to write a story describing settings, characters and atmosphere including speech.	<p>Task One: Describing a variety of settings, characters, and atmosphere. Creating a bank of language.</p> <p>Task Two: Describing the atmosphere. Creating a bank of language and phrases.</p> <p>Task Three: Planning for a short 'scary' story worthy of Frances. What language would you like to include? What setting will you write about? Who are your characters?</p>	<p>Slides</p> <p>Bank of language</p> <p>Plan Template</p>
19	I am learning to retrieve information from a text.	<p>Task One: Read chapter 19. Look at the extract. Highlight the key vocabulary and facts that you view as important.</p> <p>Task Two: Discuss and answer questions from extract.</p>	<p>Slides</p> <p>Chapter 19 Extract</p> <p>Differentiated questions.</p>
	I am learning to create content using technology.	<p>Task One: Create a video using Toontastic 3D of their story planned so far.</p>	<p>Slides</p> <p>Toontastic 3D app</p>



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Week Five

Chapters	Learning Objectives	Main activities	Resources
25-30	I am learning to write a story describing settings, characters and atmosphere including speech.	Task One: Write your story up including the key vocabulary and phrases. Task Two: Self and peer edit of your story Task Three: Publish your 'scary' short story.	Slides Published story template
25	I am learning to explain a scenario in my own words.	Task One: Read chapter 25. Have a look at the extract. Explain what has happened in groups. Are there any debates / disagreements? Task Two: Explain a judgement from the extract in my own words and using evidence from the extract.	Slides Chapter 25 Extract
	I am learning to use Stop Motion technology to create my story.	Task One: Create props for your story. Record your 'scary' story using Stop Motion app.	Slides Stop Motion app

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Week Six

Chapters	Learning Objectives	Main activities	Resources
31-36	I am learning to reflect and review a text.	Task One: Can you recall the story in groups? Put the story in the correct order. Task Two: Book Review of the Ship of Shadows	Slides Order of story Book Review Template
36	I am learning to summarise the story.	Task One: Summarise the story. How would you describe the story to someone who hasn't read it? Task Two: What does the final chapter tell us about what could happen next?	Slides Chapter 36 Extract
	I am learning to use technology to create a journey map.	Task One: Using Google Earth tour creator, children will create Aleja's journey to present to the class.	Slides Google Earth.



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