



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S1
Subject: English L1
Teacher: Corinne Martin
No. Students: 25

Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key competences	Learning Outcomes / Assessment
2/09/20- 18/09/20	<u>Confinement catchup</u>	Reading comprehension Language exercises	Provided by teacher	1,5,8	
21/09/20 – 19/10/20 (up to Toussaints holidays)	<u>DRAMA</u> <u>Understanding Shakespeare & his world:</u> Shakespeare: A brief introduction Historical, social & cultural contexts: the Elizabethan era and theatre. An overview of Shakespeare's major plays.	Building of the Globe from a shop-bought model kit. Selected acts will be	No Fear Shakespeare – 'Much Ado About Nothing' from Spark Notes Material provided by the teacher (Horrible Histories to set the historical & social context, Upstart Crow to show students Shakespeare's relevance, The	1,2,4,5,8	Shakespeare: 1. Summative assessment following the study of Shakespeare's world 2. Students to be assessed on their performance of the play. 3. Test on characterization and themes

	Focus on “ <i>Much Ado about nothing</i> ”	performed by the students either before or after watching The Globe performance on DVD.	Globe DVD of the play, Heritage Models –The Globe Theatre).		4. Oral presentation of contexts in the students’ native countries.
04/11/20-21/12/20 (up to Christmas holidays)	<p><u>FICTION POST C20</u></p> <p><i>Northern Lights - Philip Pullman</i></p> <p>Exploring</p> <ul style="list-style-type: none"> ◦ Language ◦ Atmosphere. ◦ Characterisation ◦ Themes. 	Create your own daemon	<p>Northern Lights - Philip Pullman</p> <p>Resources provided by teacher; notably BBC series.</p>	1,2,4,5,6,7,8	<p>Comprehension questions on selected chapters</p> <p>Use of effective punctuation</p> <p>Descriptive language assessment</p>

<p>06/01/21– 19/02/21 (Up to winter holidays)</p>	<p><u>POETRY</u> An introduction to poetry:</p> <p>Poetic terms and techniques</p> <p>An overview of poetic terms and types of poems.</p> <p><u>Unit outcomes:</u> To identify and explain/analyse figurative language and experience/understand poetry.</p> <p>Suggested tasks:</p> <ul style="list-style-type: none"> • Study rhythm, rhyme and narrative through group/class reading of the poems. <p>Identify and analyse a poet's use of figurative</p>	<p>Study of different types of poems from English speaking countries (UK, Canada,Aus,NZ,SA)</p> <p>Poetry writing project on a specific theme.</p>	<p>Provided by teacher</p>	<p>1,4,5,8</p>	<p>Poetry:</p> <p>1 Summative assessment of poetic techniques</p> <p>2 Oral presentation of selected poem</p> <p>3 Assessment of poetry writing project</p>
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<p>08/03/21 – 23/04/21 (Up to Easter holidays)</p>	<p>language. <u>LANGUAGE</u> (ongoing) Short stories: <i>Lamb to the slaughter</i> (R.Dahl) and/or 'Je ne parle pas français' by Katherine Mansfield</p>			<p>1,2,4,5,8</p>	<p>Write your own short story using the techniques studied in class</p>
<p>10/05/21 – summer holidays</p>	<p>General knowledge, awareness of the world</p>	<p>Celebration of specific dates</p>	<p>Provided by teacher</p>	<p>1,2,4,5,8</p>	
<p>Throughout the year</p>			<p>Provided by the teacher (the year will be dotted with cultural, reading & listening activities from countries with English as an official</p>		<p>Text comprehension, listening comprehension, creative writing (short story), presentations Giving your opinion and supporting it</p>



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			language as well as major dates worldwide.		
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* Link to 8 key competences:

1. Literacy (reading and writing)
2. Multilingualism
3. Mathematics, Science, Technology and Engineering
4. Digital
5. Personal, Social and Learning to Learn
6. Citizenship
7. Entrepreneurship
8. Cultural Awareness and Expression

** By the end of the 1st cycle, the student should be able to:

1. read and understand written texts of appropriate lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, identifying obvious linguistic, literary and presentational features and ideas;
2. write coherent texts in varying forms and structures on topics which express individual points of view, or describe personal experiences, impressions and ideas;
3. in speech or writing, present reasons and explanations for opinions and ideas in a variety of forms;
4. listen and respond appropriately to others' spoken or written productions;
5. show some awareness of how language and literature relate to their social, cultural and historical setting;
6. show some awareness of how language changes over time and in different contexts;
7. begin to choose and use strategies to organise individual learning, applying a range of study skills and tools suggested by the teacher.

Depending on the class level and the current pandemic situation, the progression will be adapted accordingly.



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