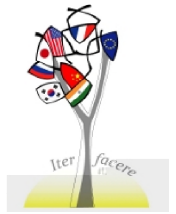




Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

## **Long-Term Semester Planning**

**Academic Year: 2022-2023**

**Class: S5**

**Subject: English L1**

**Teacher: Renée Greyling**

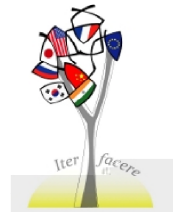
**Number of students: 26**

## Curriculum – Long-Term Planning 2022-2023

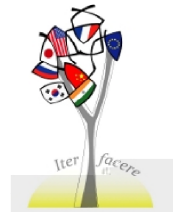
(Note: The order in which books are studied may change)

Date	Learning Objectives	Activities	Resources	Key Competences *	Learning Outcomes / Assessment
Until Toussaint holidays	<p><i>Learning objectives (please refer to ** below)</i></p> <p><b>Introduction to the theme of child-parent relationships</b></p> <p><b>CURRICULUM CONTENT:</b></p>	<p>Various creative writing projects (focus on poetry)</p>	<p><b>Teacher resources</b></p>	<p>1 3 5 6 7 8</p>	<p><b>ASSESSMENT TASKS :</b></p> <p><i>Romeo and Juliet</i></p> <p><i>A view from the bridge :</i></p> <p>Critical appreciation of texts with regard to content and style.</p> <p>Focus on theme, characterisation, language and plot</p>
Until Christmas holidays	<p><b>DRAMA:</b></p> <p><i>Romeo and Juliet</i></p> <p>An in-depth study of the play, with particular reference to :</p> <ul style="list-style-type: none"> <li>- The playwright</li> <li>- Historical and social context</li> <li>- Plot</li> </ul>	<p>Ongoing class discussion and analysis of plot, character, theme and language.</p> <p><b>POETRY</b></p>	<p><b>Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>- William Shakespeare</li> <li>- ISBN-13: 978-1107615403</li> </ul>	<p>1 2 5 8</p>	<p>Discursive essay writing</p> <p>Creative projects</p> <p>Oral presentations relating to character and theme</p>

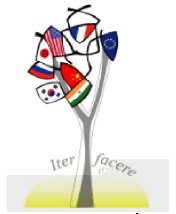
	<ul style="list-style-type: none"> <li>- Characterisation</li> <li>- Themes</li> <li>- Language and style</li> </ul> <p><b>POETRY</b> On the themes of child-parent relationships, growing up/childhood memories:</p> <ul style="list-style-type: none"> <li>◦ Poem at Thirty-Nine</li> <li>◦ Piano</li> <li>◦ If</li> <li>◦ Do not go gently into that good night</li> </ul> <p>On the themes of love and death:</p> <ul style="list-style-type: none"> <li>◦ La belle dame sans Merci</li> <li>◦ My last duchess</li> <li>◦ Sonnet 16</li> <li>◦ Remember</li> </ul>	<p>Analysing content and style (including poetic techniques)</p> <p>The art of writing poetry (project): Writing a selection of poems on a particular theme.</p> <p>Group work: research, and presentation of poems</p>	<p><b>IGCSE anthology</b></p> <p>1 2 3 4 5 8</p>		<p><b>POETRY</b></p> <p>Critical appreciation of poems, with specific reference to content and style</p> <p>Discursive essay writing</p> <p>Creative projects: poetry writing</p>
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<p>Until winter holidays</p>	<p><b>DRAMA</b></p> <p><i>A View from the Bridge</i> – Arthur Miller</p> <p>An in-depth study of the play, with particular reference to :</p> <ul style="list-style-type: none"> <li>◦ The author</li> <li>◦ Context (Historical and Social background)</li> <li>◦ Plot</li> <li>◦ Characterisation</li> <li>◦ Themes</li> <li>◦ Style/ Language and Structure</li> </ul>	<p>Ongoing class discussion and analysis of plot, character, theme and language.</p> <p>Performance of extracts from the play</p>	<p><b>A view from the bridge – Arthur Miller</b></p> <p>ISBN-13: 978-0141189963</p>	<p>1 2 5 6 8</p>
<p>Until Easter holidays:</p>	<p><b>POETRY</b></p> <p>On the themes of society and justice:</p> <ul style="list-style-type: none"> <li>◦ Half-caste</li> <li>◦ Blessing</li> <li>◦ War photographer</li> <li>◦ Prayer before birth</li> </ul>	<p><b>POETRY</b></p> <p>Analysing content and style (including poetic techniques)</p> <p>The art of poetry writing (project to be continued):</p> <p>Writing a selection of poems on a chosen theme.</p> <p>Group work: research, and</p>	<p><b>IGCSE anthology</b></p>	<p>1 2 3 4 5 8</p>



<p>Until end of school year</p>	<p><b>FICTION:</b> Project on works of fiction with a view to preparing students for the theme to be studied during their Bac cycle</p> <p><b>POETRY :</b> On the themes of loss of innocence and disillusionment :</p> <ul style="list-style-type: none"> <li>◦ The Tyger</li> <li>◦ Half-past two</li> <li>◦ Hide and Seek</li> <li>◦ Search for my</li> </ul>	<p>presentation of poems</p> <p><b>FICTION:</b> Individual projects and presentations on theme.</p>	<p><b>IGCSE anthology</b></p>	<p>1 2 3 4 5 8</p>	
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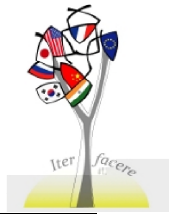
\* Link to 8 key competences:

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

## **\*\*Learning objectives for the 2nd cycle (S4-S5)**

By the end of the 2nd cycle the student should be able to:

- speak and listen in a range of contexts, both formal and informal, learning to adapt their speech to different situations; participate in small and large group discussions and in a wide range of drama activities; consider and reflect on significant features of their own and others' spoken performances;
- read a variety of literary and non-literary texts, both fiction and non-fiction, across a range of genres, in print and in



electronic, digital or multimodal formats;

- write in a wide variety of genres and for different purposes, for themselves and for specific or unknown readers, choosing appropriate language, styles, forms and structures; take notes from written and oral sources, summarising and reporting accurately; develop the use of narrative, non-narrative and dramatic techniques;
- use the grammatical, lexical and orthographic features of standard English as appropriate; write neatly, fluently and legibly; use ICT skills to produce printed, electronic or digital copy; employ a variety of simple, compound and complex phrase, clause and sentence structures to enable precise shades of meaning; show awareness of effective discourse structure; use an increasing range of punctuation and presentational devices;
- develop an awareness of how language changes over time and of how meanings relate to specific social, cultural and historical contexts;
- develop self-awareness and self-assessment skills as a speaker, listener, reader and writer and set appropriate targets to improve and enhance competences in English.