



# Alice In Wonderland



## English Intent

We use some of the works of Lewis Carroll as a stimulus to provide a link between reading and writing. The children will undertake an in-depth study into the characterisation and settings of the stories mentioned above. The children will investigate how to develop a style of writing based off what they have been reading and to emulate an author’s style and content so, in effect, the children will be linking their reading tasks to their writing tasks. A strand running throughout all of our English is continual editing and re-drafting to improve our finished pieces. We will use dictionaries and thesauri to help improve our vocabulary and use our growing knowledge of grammar and punctuation to help our writing flow. Various pieces of finished work will be chosen to represent the standard that a child is working at. Children are encouraged to choose which pieces they would like to use and comment upon why they have chosen these.

## English – National Curriculum and skills

### Composition

- (Y5) • Can identify the audience for and purpose of the writing.
- Can use a wide range of devices to build cohesion within and across paragraphs.
- Can use fronted adverbials to link paragraphs.
- Can ensure the consistent and correct use of tense throughout a piece of writing.
- Can use modal verbs.
- Can use brackets to indicate parenthesis.
- Can consider how authors have developed characters.
- Can evaluate and edit by assessing the effectiveness of their own and others’ writing.
- (Y6 + above) Selecting appropriate grammar and vocabulary for effect;
- Use ‘show not tell’ to describe feelings;
- Use fronted adverbials;
- Use connectives and phrases to indicate time.

### Handwriting and Presentation

## Overview

- The Jabberwocky (Poem to narrative.) The children are to use the poem of The Jabberwocky to analyse the poem and deduce and infer its meaning.
- Compare and contrast film to story (Narrative) The children write their own introductory paragraph to Alice in Wonderland.
- Eat me cake/Drink me potion.(Instructional) The children use the stimulus of the growing and shrinking of Alice to make their own recipe.



<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Vocabulary, grammar &amp; punctuation</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately</li> <li>• and appropriately in discussing their writing and reading</li> </ul>	<p>Wonderland Times (Newspaper report) To write a newspaper report about the disappearing Queen of Hearts tarts.</p> <p>Tea Party (Playscript) The children choose an extract of the narrative and change it into play script and vice versa.</p> <p>Diary extract - To write a diary extract from the point of view of Alice, the Mad Hatter or the March Hare about the tea party.</p>
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<b>Art – National Curriculum and skills</b>	<b>Overview</b>
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• about great artists, architects and designers in history</li> </ul>	<p>The art for this term is split into two sections the first half term is spent looking at the flowers which appear in Alice and Wonderland and how they are personified. The children study Georgia O’Keeffe and then initially sketch in pencil, using the different grades of pencil and then, graduate to mixed media pastel. Pencil crayons and highlight appropriately. They then paint their version of their flower using watercolours. The second half term is the creation of mixed media bottles- the children decoupage, cover and embellish a glass bottle and use pearlized lustre paints to cover it. They also use Alice in Wonderland charms to adorn their work.</p>

<b>Linked Texts</b>	<b>Home Learning Opportunities</b>
<p>The Jabberwocky – Lewis Carroll          Alice in Wonderland – Lewis Carroll          Young Sherlock (Death Cloud) – Andy Lane</p>	<p>Design a hat for the Mad Hatter          Writing party invites</p>



## MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 5/6

Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none"><li>• What is the theme of the pieces? Is there a moral?</li><li>• How effective are the characterisations? How has Carroll achieved this?</li><li>• How do the structures of the text inform us about what's going to happen?</li></ul>	Life Centre (Evolve) Alice in Wonderland – performed through various media.	Curious, dormouse, hatter, adorned, sporting, snappishly, entangle, executioner, fury, curtsy, indignantly, livery