

Date:		Group:	
Period :		No of pupils :	Boys: Girls:
<u>Intended Learning Objective:</u>			
Students will understand how Tennyson used language and structure to create Ulysses' journey.			
Learning outcomes:			
All: students will understand the plot of the poem and be able to identify the key aspects of language and structure which support meaning			
Most: will be able to effectively identify the key aspects of language and structure which support meaning, with some explanation of their significance			
Some: will be able to effectively analyse the key aspects of language and structure which support meaning, with some explanation of their significance			
Timings	Activities:		Resources:
	<p>Register + settle</p> <p>Starter:</p> <p>I am a part of all that I have met – how does this apply to your life's journey? – INDIVIDUALLY in book</p> <p>WHOLE CLASS discussion</p> <p>Main:</p> <p>GROUPS <u>card sort</u> poem + <u>analyse HOW</u> you are doing it</p> <p>WHOLE CLASS FEEDBACK – <u>poem sheet</u> + PPT</p> <p>Background to Tennyson and poem</p> <p>GROUP task – how does Tennyson use language and structure – explain task (5 mins writing, then 3+3+3 to pass round)</p> <p>Plenary:</p> <p>INDIVIDUAL – key line and PEEE it – aim @ or above target.</p> <p>PARK + discuss</p>		<ul style="list-style-type: none"> • Ppt • Card sort • Poem • A3 poem • Images • Post its
Homework set (description):		Homework due in (date):	

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