

English planning and resources

Planning and Resources

School -

Year group (s) – 3

Teacher –

Text – Odysseus

Term – Summer 2

Overview – original

| Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week) | | | | | | | |
|--|--|---|--|---|--|-------------------------|----------------------------|
| Su7 | POR 1+2 Tell me and research Greek gods | POR 3 Role on the wall | POR 5+6 acting out (not playscript) storyboarding | POR 7 storm images creation with annotation | SPAG expanded noun phrases for describing the storm images along with powerful verbs | Odysseus by Hugh Lupton | Adventure narrative |
| Su8 | POR 8 descriptive language focus SPAG emotive language and empty words | POR 10 description SPAG adjectives (not speech) | POR 11+12 drama debate art | POR 13+14 story map and sequencing | POR 15 +16 +17 not writing story not newspaper report | | |
| Su9 | Model text of story (one chapter) learn box up and tadpole | From model text highlight SPAG short sentences for action | Shared writing – innovate a plan for chapter to our story with winnowing fan mistake | Continue to shared write innovation of model text | Continue to shared write innovation of model text | | |
| Su10 | Plan new chapter of adventure for Odysseus | Write opening and build up for new chapter | Write problem and resolution for new chapter | Write ending for next chapter | Review, improve and perform | | |
| Su11 | POR 9 reread land of the dead – model text of poem learn and tadpole | Vocab – spag – emotive language | Choral poem – musical instruments – performance – dynamics – voice expression – readers' theatre | Short burst writing to support individual targets | Short burst writing to support individual targets | | Poetry – choral in stanzas |
| Su12 | Shared writing – innovate model text | Vocabulary generator | Write start of own poem based on land of the dead in stanzas | Complete poem | Review, improve, perform | | |

Writing outcomes and SPAG focus

Writing outcomes

- * Adventure narrative
- * Choral poetry – stanzas

SPAG focus

- * Powerful verbs
- * Expanded noun phrases
- * Emotive language
- * Empty words
- * Short action sentences

Genre objectives and NC objectives

| <u>Problem / Resolution Story Expectations Y3</u> | <u>National Curriculum Writing Expectations Y3</u> |
|---|---|
| Use time, place or weather to orientate the reader | Know what a prefix and a suffix are. |
| Explain how the character feels | Spell commonly misspelled words. |
| Show through actions how a character has changed | Use the possessive apostrophe. |
| Use dramatic speech to warn characters | Check words in a dictionary. |
| Describe a character's emotions using senses | Draft the work I am planning to complete orally and on paper. |
| Select powerful, precise and well-chosen language to describe | Evaluate and edit my work, checking for spelling and vocabulary errors. |
| Use expanded noun phrases to describe | Write in cursive handwriting smoothly and legibly. |
| Use speech only when needed to move the action on | Write sentences that have more than one clause. |
| Use dialogue to suggest how a character feels | Use a variety of conjunctions like when, if, because, although. |
| Use sort sentences for effect | Use the present perfect form of verbs. |
| Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - There is a resolution Ending - Main character is happy again | Use adverbs, conjunctions and prepositions to express time and cause. |
| | Use fronted adverbials. |
| | Punctuate direct speech. |
| | Use the correct nouns and pronouns. |
| | Use appropriate and correct determiners |

Genre objectives

| <u>Limerick / Haiku / Cinquain / Poet study / Classic / Performance</u> <u>Poetry Expectations Year 3</u> |
|---|
| Describe the effect a poem has and suggest possible interpretations |
| Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes |
| Explain the pattern of different simple forms |
| Perform individually or chorally |
| Vary volume, experimenting with expression and use pauses for effect |
| Use actions, voices, sound effects and musical patterns to add to a performance |
| Invent new similes and experiment with word play |
| Use powerful nouns, adjectives and verbs |
| Experiment with alliteration |
| Write free verse |
| Borrow or create a repeating pattern |
| Reading poetry (subject matter and theme / language use / style / pattern) |
| Performing poetry (use of voice / presentation) |
| Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns) |

Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/system/files/Odysseus%20TS.pdf>

Links to other texts and resources

- * ■ *Greek Myths, The Iliad and The Odyssey* – all three retold and illustrated by Marcia Williams.
- * ■ The Orchard Book of Greek Myths, Geraldine McCaughrean
- * ■ The Odyssey, Homer
- * ■ The Iliad, Homer
- * ■ *Percy Jackson and Heroes of Olympus* series, Rick Riordan. Greek mythology dragged into the 21st Century.
- * ■ The Fire Thief trilogy, Terry Deary.
- *
- * www.bbc.co.uk/schools/primaryhistory/ancient_greeks/sea_and_ships/
- *

Hook ideas

- * A – Artefacts to examine
- * B – Print off pictures in slides for children to explore and discuss
- * C – Visit to museum linked to Ancient Greek topic

Week 1 Monday

- * Learning Outcome / Objective
- * I can respond to images and writing with personal justifications.
- * I can make connections.
- * I can recognise and begin to use new language.

Possible Hook Slides next









Read Prologue

The header consists of a solid blue rectangular area at the top. Below this rectangle, there are several overlapping, semi-transparent blue shapes that create a wavy, layered effect, resembling stylized hills or water ripples. These shapes extend across the width of the slide and fade out towards the bottom.

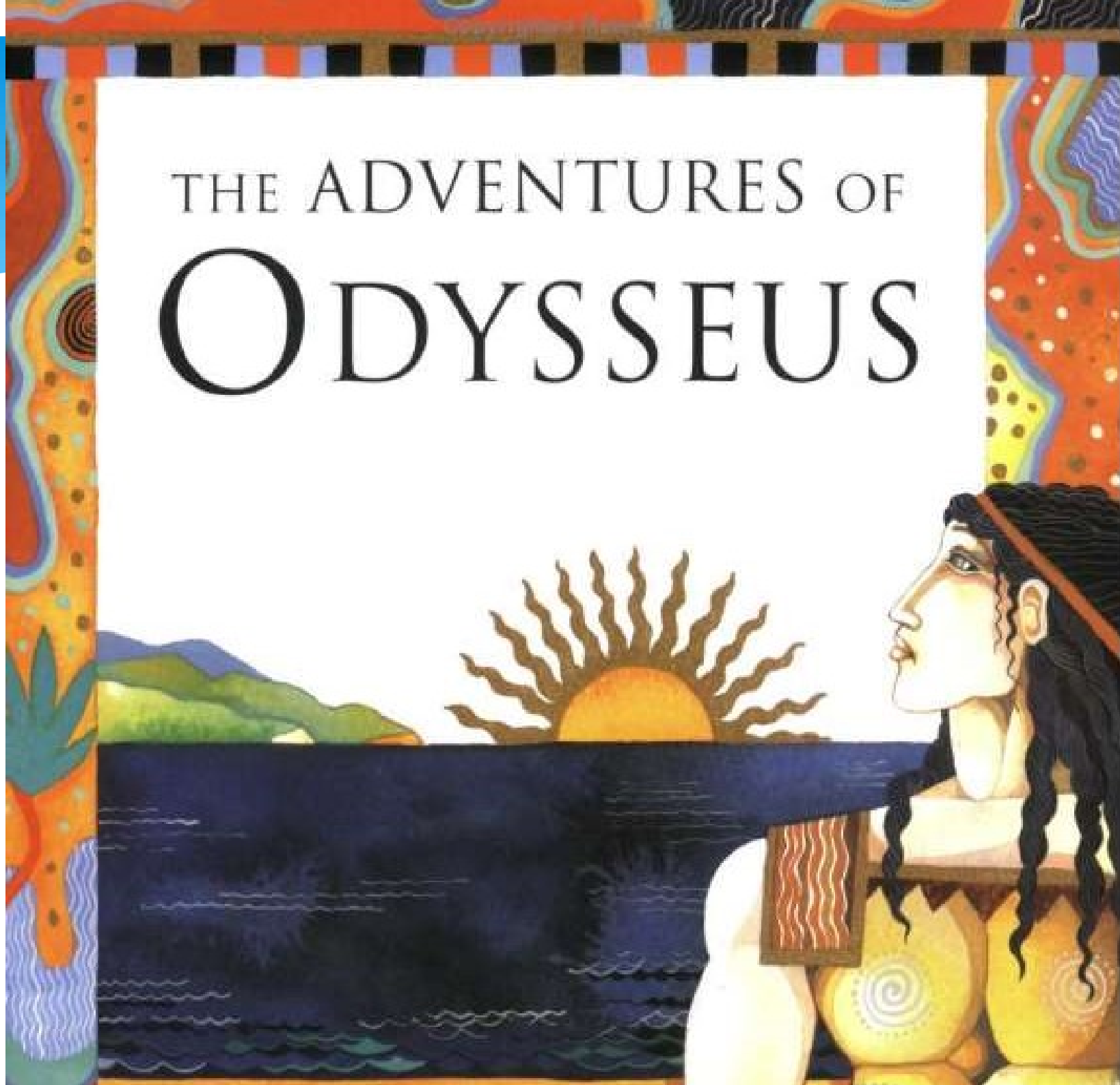



SETTING SAIL for Ithaca after the long and brutal Trojan War, Odysseus imagines the grand welcome he will receive when at last he arrives home. But Poseidon, god of the ocean, has good reason to be angry with the Greek hero. As he fights to find his way back home across unfamiliar seas, Odysseus has to endure harrowing ordeals and

has to endure harrowing ordeals and adventures and come to terms with devastating losses. On the way, he learns that this is truly the quest of a lifetime — and even when he does reach his beloved homeland, his work is far from over.

Hugh Lupton and Daniel Morden are storytellers whose oral retelling of this magnificent epic has captivated audiences across Europe and North America. Between them, they have

THE ADVENTURES OF
ODYSSEUS





•CONTENTS•

•PROLOGUE•

•THE STRANGER•

•THE CYCLOPS•

•THE SACK OF WINDS•

•CIRCE•

•THE LAND OF THE DEAD•

•THE SONG OF THE SPHERES•

•TORMENT AND TRIAL•





•SHIPWRECKED•

•ITHACA•

•FATHER•AND•SON•

•THE•BEGGAR•

•SETTING•THE•TRAP•

•SPRINGING•THE•TRAP•

•THE•OLIVE•TREE•

•EPILOGUE•



This is the adventure story of the Greek King Odysseus

- * He goes on many adventures trying to make his way back from war to his home and wife Penelope.
- * You will get to hear his different adventures full of magic, gods and tricks.
- * You will then get a chance to create your own adventure for our King to go on.
- * Listen to the prologue (a chapter that sets the scene before our story starts) and see if you can hear our hero mentioned.

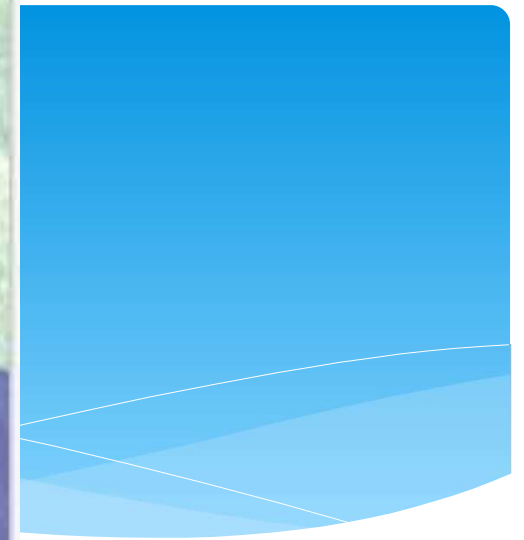
• PROLOGUE •

One bright morning Prince Paris was out hunting. He was climbing the high rocky slopes of Mount Ida. Far below him, his father's walled city, the city of Troy, lay like a circlet of stone, a shining diadem of towers. As he climbed, there was a sudden shimmer of light to one side of the stony mountain path.

Paris turned and saw Hermes, the messenger of the gods. He knew him at once by his winged sandals. Hermes smiled his inscrutable, playful smile. "Paris," he said, "I have been sent by great father Zeus, the Cloud-compeller. He has told me to tell you that you must decide which of these three goddesses is the most beautiful."

Hermes clicked his fingers and Paris was blinded by light. He covered his face with his hands. Slowly he opened his fingers and saw standing before him the three most powerful goddesses of all.

There was Hera, the wife of Zeus, the Queen of Heaven, terrifying in her brilliance. There was owl-eyed Athene, the fierce and

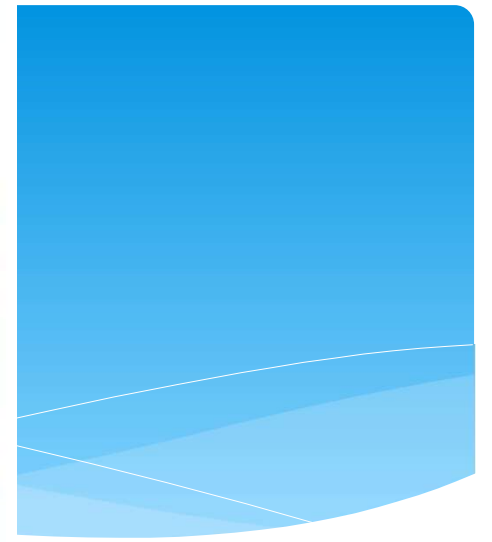


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There was Hera, the wife of Zeus, the Queen of Heaven, terrifying in her brilliance. There was owl-eyed Athene, the fierce and implacable goddess of war and wisdom. And there was beautiful Aphrodite, the goddess of love, to whose lilting tune the whole world dances.







Hermes gestured to the goddesses with his hand. "Paris, when you have decided which of these three is the most beautiful you must give her this golden apple."

Suddenly Paris felt the cold weight of a golden apple against the palm of his hand. He looked down at it. When he looked up again, Hermes was gone. The three goddesses glowered at him. Paris's mouth went dry. He knew that if he chose one, the others would hate him. And the hatred of a goddess is something to be avoided at all costs.

He stood motionless, dumbfounded, hardly daring to breathe. Hera, the magnificent Queen of Heaven, stepped forward. She whispered urgently, "Paris, choose me and I will give you power. Choose me and I will make you a great king — half the world will be yours." She stepped back.

Athene came forward, her gray eyes shining with light. "Paris, choose me and you'll never lose a battle. Choose me and you will be famous the length and breadth of the world for your wisdom." She stepped back.

It was Aphrodite's turn. The goddess of love stepped toward Paris, smelling of musk and honey. Her voice was deep and enchanting. "Paris, choose me, and I will give you the most beautiful woman in the world."



"Who is she?" whispered Paris.

"Her name is Helen. She is the wife of red-haired Menelaus, the King of Sparta. I will blind her with love for you. She will give you everything!"

"What does she look like?"

Aphrodite smiled. "She is as beautiful as I am."

Then she stepped back.

Paris lifted the golden apple above his shoulder. The choice was clear as daylight.

"The golden apple goes to Aphrodite."

Aphrodite was true to her word. She made Helen fall in love with Paris. Paris stole Helen from her husband and carried her across the blue Aegean Sea to the city of Troy. Menelaus was beside himself with rage. He sent messengers to all the other Greek kings — Agamemnon, Nestor, Ajax, Odysseus — and a huge army set sail. For ten long years, they laid siege to Troy.

Hera and Athene, furious that they hadn't been given the golden apple, threw in their lot with the Greeks. And those vengeful goddesses didn't rest until Troy's walls were crumbling, blood-soaked rubble and Paris was dead.

When the city had been destroyed and when Menelaus had won back his wife, the Greek kings set sail for home, swollen with pride, their ships crammed with the spoils of war.

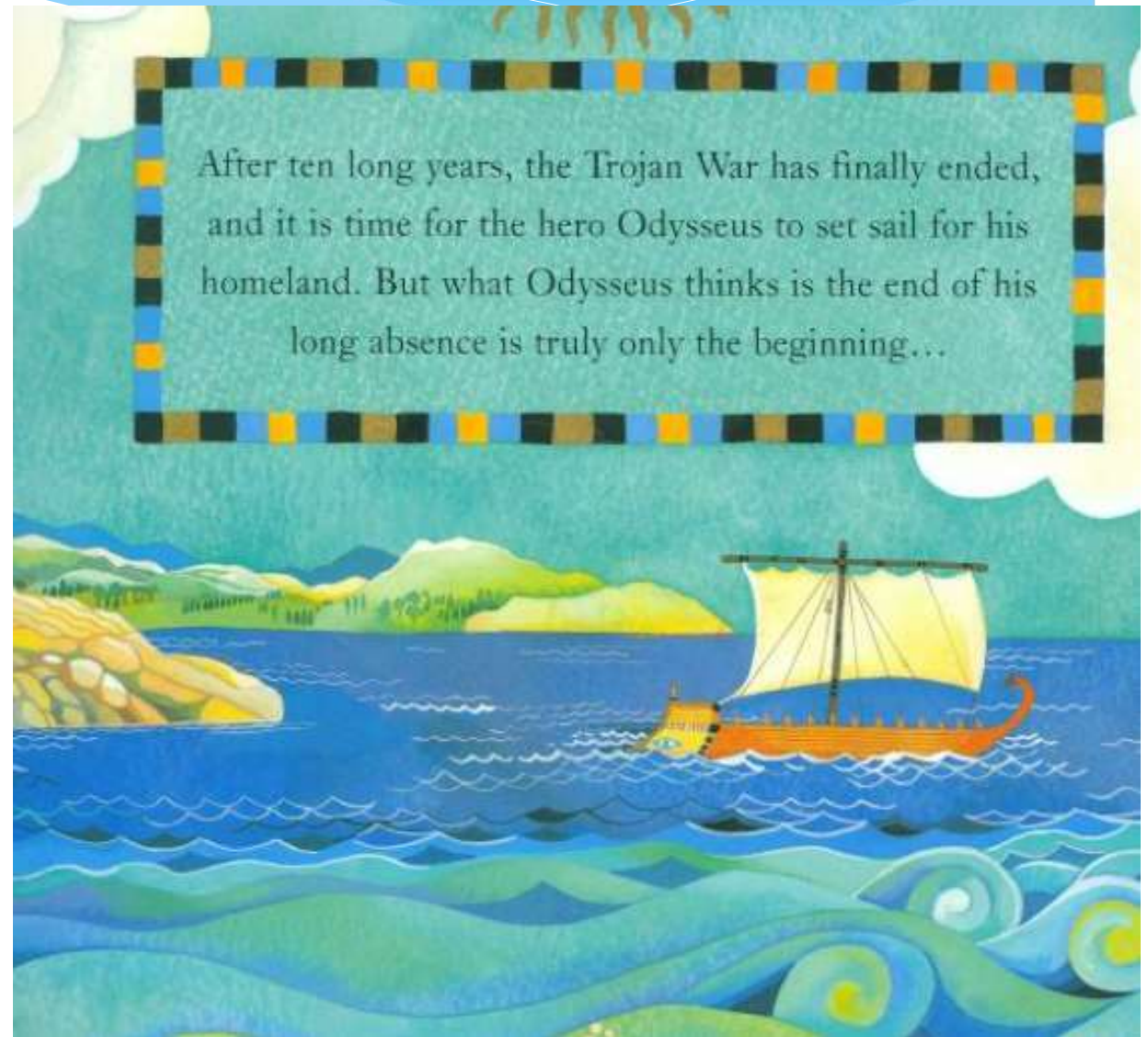


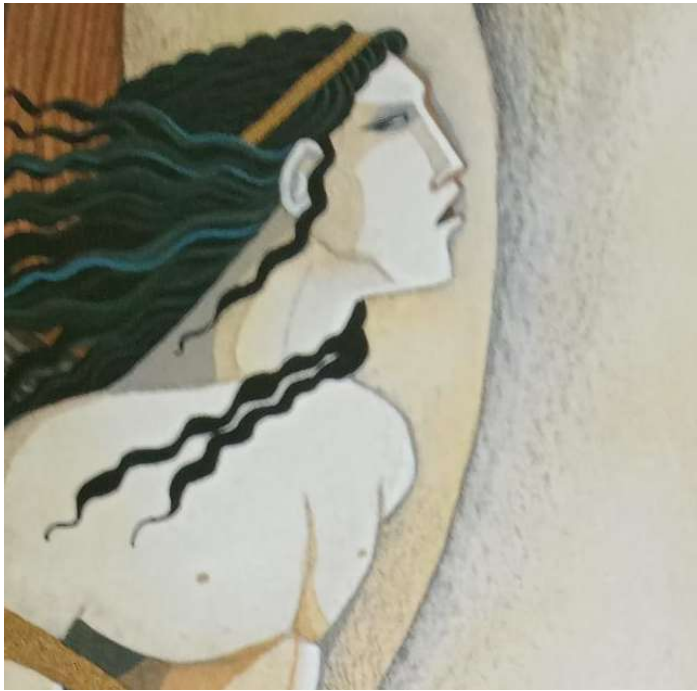
Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Did you hear mention of our King in the prologue?

He was said to have fought in the war and is now ready to sail home victorious.





King Odysseus

Telemachus
Odysseus and
Penelope's son



Penelope
Odysseus' wife



Ithaca

Odysseus' home and where
Penelope waits



Troy

Where the battle
of war took place

•THE•STRANGER•

Nine long years had passed since that great and terrible victory. Nine summers and nine winters had passed, and on the island of Ithaca the people were still waiting for the return of their king, for Odysseus had not come home from the Trojan War. Every day his wife, Penelope, looked out over the restless sea wondering whether he was dead or alive. Every day his son, Telemachus — who had been a baby when the war began and was now nineteen years old — wondered whether his father's body was rolling somewhere deep beneath the blue waves.

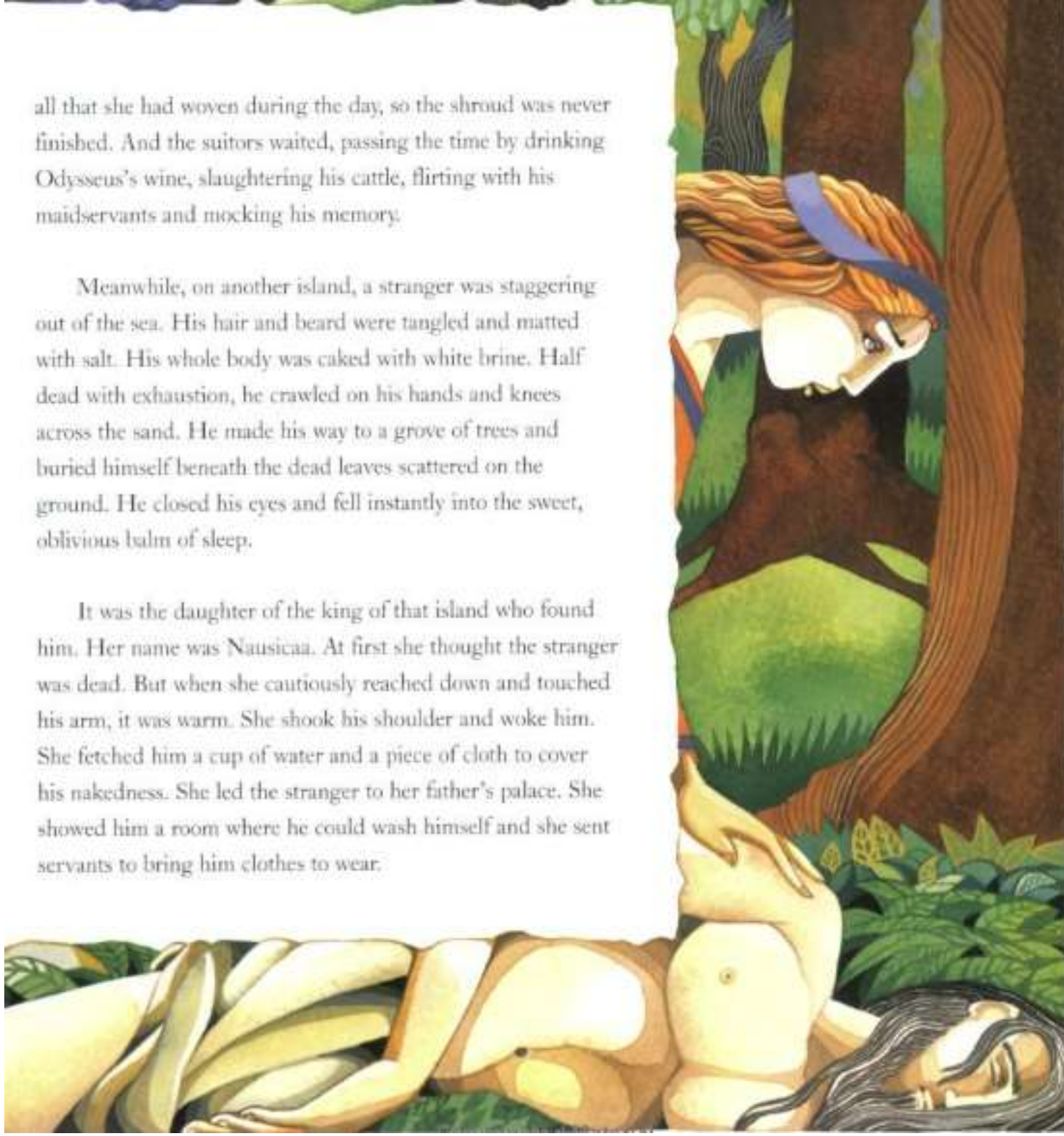
The island was in a state of chaos. It had been without a king for nineteen years. Suitors had invaded Odysseus's feasting hall, a motley company of princes, warriors, merchants and chancers trying their luck. All of them were hoping to win Penelope's hand in marriage and were trying to persuade her that Odysseus was dead. But Penelope refused to believe them. She clung to the slender hope that somewhere in the wide world he was still alive. She had told the suitors that she would choose a new husband only when she had finished weaving a shroud for Odysseus's father. Every day she sat working at the loom. But every night, by the light of the moon, she unraveled



all that she had woven during the day, so the shroud was never finished. And the suitors waited, passing the time by drinking Odysseus's wine, slaughtering his cattle, flirting with his maidservants and mocking his memory.

Meanwhile, on another island, a stranger was staggering out of the sea. His hair and beard were tangled and matted with salt. His whole body was caked with white brine. Half dead with exhaustion, he crawled on his hands and knees across the sand. He made his way to a grove of trees and buried himself beneath the dead leaves scattered on the ground. He closed his eyes and fell instantly into the sweet, oblivious balm of sleep.

It was the daughter of the king of that island who found him. Her name was Nausicaa. At first she thought the stranger was dead. But when she cautiously reached down and touched his arm, it was warm. She shook his shoulder and woke him. She fetched him a cup of water and a piece of cloth to cover his nakedness. She led the stranger to her father's palace. She showed him a room where he could wash himself and she sent servants to bring him clothes to wear.



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

What do we already know of Ancient Greece?

- * Spider diagram...
- * In a different colour write what you would like to find out.

Vocabulary

* Diadem

a jewelled crown or headband



Vocabulary

* Implacable

unable to be
stopped



Vocabulary

* Lilt

A pleasant singing voice



Vocabulary



* Motley

Varied in
appearance



Vocabulary

- * Merchants

People who sell things



Vocabulary

* Suitors

People who ask someone else to marry them



Vocabulary

* Loom

A device to make fabric



Vocabulary

* Lieutenant

A deputy of
someone in
command



Vocabulary

* Shroud

A cloth to wrap a person in who is no longer alive



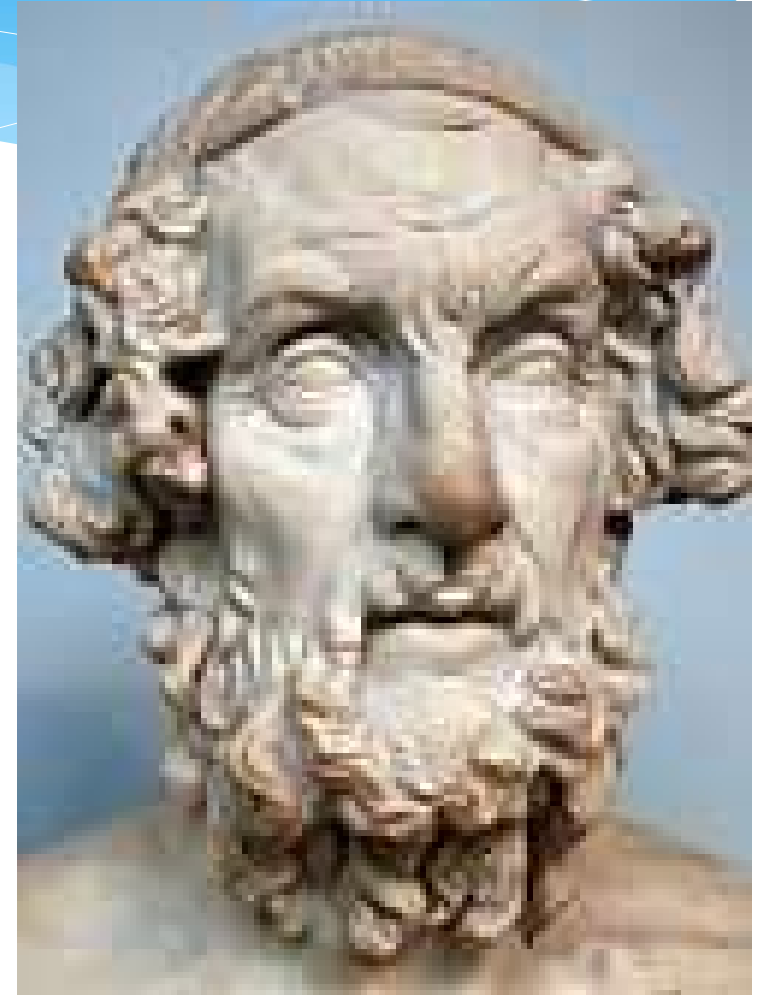
Week 1 Tuesday

- * Learning Outcome / Objective
- * I can practise my research skills.
- * I can skim and scan information.
- * I can make notes.

Homer's *Odyssey*

The ancient Greeks loved heroes, especially military heroes. They loved to hear stories about these heroes, the more mythical and magical the better.

About 2700 years ago, around 70 BCE, a man named Homer collected legends about one particular hero, King Odysseus. Homer was a poet. He wrote down all the stories he had heard about this fabulous hero. He named his collection of stories the *Odyssey*.



The Odyssey



The *Odyssey* is the story (a collection of short stories, really) about how King Odysseus and his men returned home after the Trojan War.

It should have taken about a month for the king and his men to sail back to the kingdom of Ithaca, which was on the far side of Greece from the town of Troy. But it took Odysseus ten years to make the trip! That's how much trouble he ran into on the way. That's what happens, King Odysseus, finally realized, when you do not give the ancient Greek gods the respect they expect.

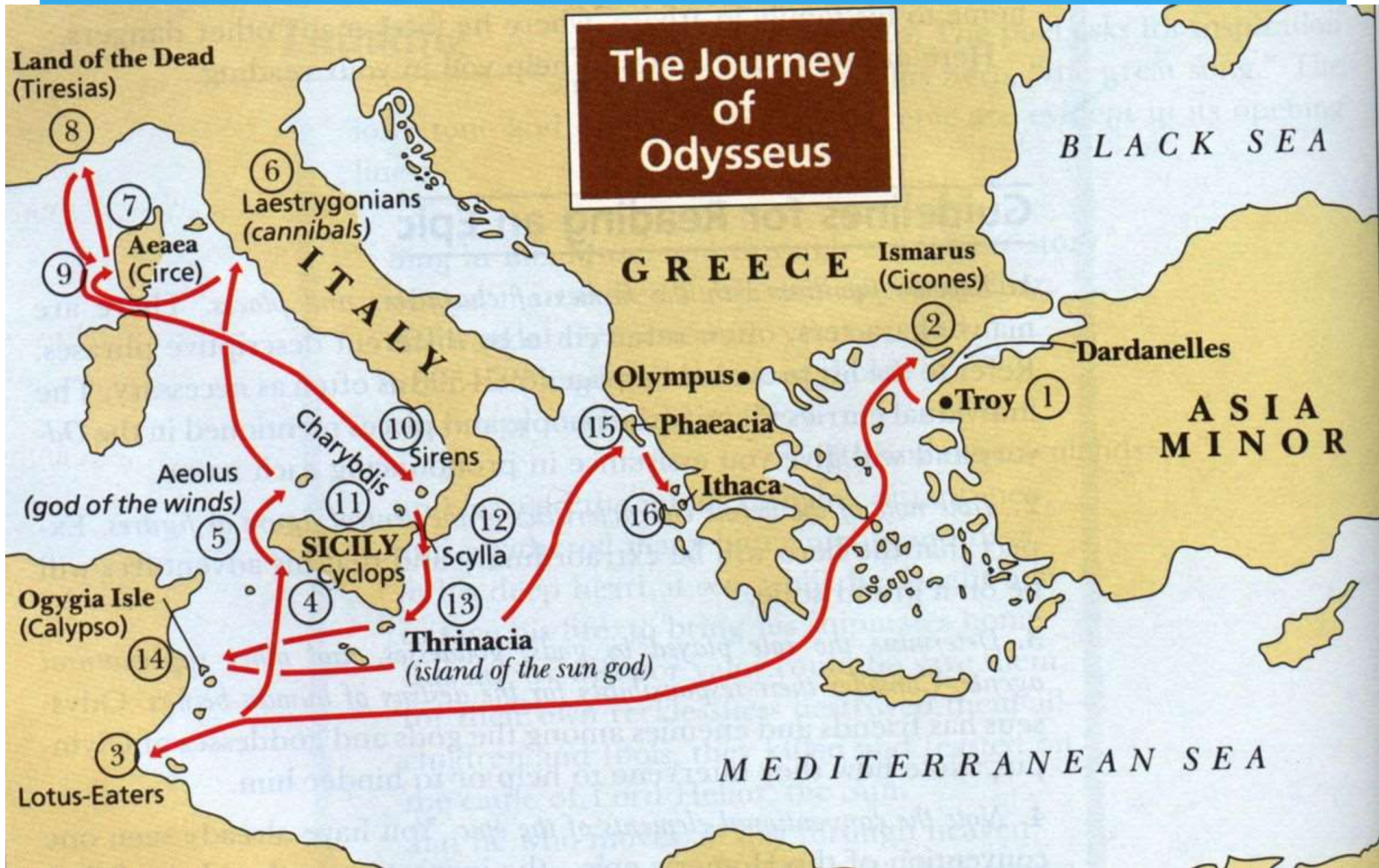
How long should it have taken?



How long did it actually take?



Who prophesied that it would take a long time?



Tricks! Magic! Monsters!

- * Homer's *Odyssey* is full of trickery, magic, monsters, gods, goddesses and heroic actions.
- * The Greeks loved to hear the adventures of King Odysseus and his men, and all that happened to them on their way home. (We still love them today.)
- * Before we read anymore, let's find out about some of the gods that Odysseus will encounter on his adventures.

Hera – Greek Goddess of Marriage and Queen of Olympus



Hera, Greek Goddess of Marriage

- * Hera is the Queen of the [GODS](#) and is the wife and sister of [ZEUS](#) in the Olympian pantheon. She is known for being the Goddess of Marriage & Birth. Despite being the Goddess of Marriage, she was known to be jealous and vengeful towards the many lovers and offspring of her husband Zeus.
- * She was also known to turn her anger towards mortals who crossed her as well – for example, *Paris*, who chose [APHRODITE](#) over Hera as the most beautiful goddess at the marriage of the sea-nymph Thetis to a mortal called [PELEUS](#).
- * In images and [STATUES](#), Hera is portrayed as being majestic and solemn, crowned with the *polos* – a high cylindrical crown worn by many of the Great Goddesses.

- Hera was Queen of the OLYMPIAN GODS.
- She was the wife and sister of Zeus.
- Hera was a jealous wife, and she fought with Zeus frequently over his extramarital affairs and illegitimate children. For this reason, Hera was known for punishing offending husbands.
- She was the protector of women, presiding over marriages and births.
- While Hera was worshipped in all parts of Greece, temples were erected in her honor at Argos and Salmos.
- The peacock was sacred to her.
- Hera had few, if any, redeeming qualities. She never forgot an injury.
- The Titans Ocean and TETHYS brought her up.
- Hera is often described as "cow-faced," although she was also called the chief among the immortals in beauty.
- Though she may have been physically attractive, her vindictive personality makes her less so.
- The Trojan War would have ended in peace, but Hera had a vested interest in its outcome and influenced Zeus to either switch sides or remain neutral.
- Hera had no concept of justice when angry or jealous; she could not forgive the women with whom Zeus had sexual relations—even if they were innocent of wrongdoing.
- Ilithyia, a daughter of Hera's, assisted women in childbirth.

- In the story of the Quest of THE GOLDEN FLEECE, Hera was a gracious protector of the heroes.
- Paris awarded Aphrodite the Golden Apple over ATHENA and Hera.
- Hera punished one of Zeus's love interests, Io, by putting her in the charge of Argus. Argus had a hundred eyes and kept vigilant watch over her so that Zeus could not come to her aid.
- Hera turned Callisto into a bear because Zeus fell in love with her.
- Hera arranged the death of SEMELE, another of Zeus's mortal conquests, although she did not directly cause it.
- Hera never forgave HERCULES for being ZEUS'S SON, but when Hercules died and was taken to heaven, he and Hera reconciled. While in heaven, Hercules married Hera's daughter Hebe.
- In some stories, it was at Hera's orders that DIONYSUS was torn to pieces. He was brought back to life, and it is this resurrection that was celebrated in theatres.

Zeus – Greek God Of The Sky and King of the Gods



Zeus, Greek God of the Sky

- * Zeus was the first of the [GODS](#) and a very imposing figure. Often referred to as the “Father of Gods and men”, he is a sky god who controls lightning (often using it as a weapon) and thunder. Zeus is king of **Mount Olympus**, the home of Greek gods, where he rules the world and imposes his will onto gods and mortals alike.
- * Zeus was the last child of the titans Cronus and [RHEA](#), and avoided being swallowed by his father (who had been told one of his children would overthrow him) when Rhea sought help from [URANUS](#) and Gaea. Cronus had previously swallowed [DEMETER](#), [HESTIA](#), [HERA](#), [HADES](#) and [POSEIDON](#).
- * Along with Hades and Poseidon, Zeus shared the rule of the world and became king of Olympus as the children of [CRONUS](#) were filled with admiration for their noble brother and sided with him against their unjust father – even following Zeus into *The Battle of the Titans*.
- * Zeus mated with many goddesses and mortals (including Aegina, Alcmena, [CALLIOPE](#), Cassiopea, [DEMETER](#), Dione, Europa, Io, Leda, [LETO](#), [MNEMOSYNE](#), Niobe, [PERSEPHONE](#) and [SEMELE](#)) but was married to his sister Hera – goddess of marriage and monogamy.

- Zeus became the ruler of heaven and earth after a revolt against his father, Kronos. In his position as king of the gods, Zeus had to play mediator when other the immortals were mad at each other.
- He is the father of ATHENA, who is said to have sprung from his head. She was his favorite child, with whom he shared the thunderbolt and aegis.
- Hades and Poseidon were his brothers.
- His wife Hera was also his sister.
- Zeus was not a faithful husband; he was known for having many affairs with mortal women.
- Zeus fathered HERCULES, the famous Greek hero, by deception. He disguised himself as Amphytrion, Alcmene's husband, in order to have sexual relations with her.
- Zeus fathered PERSEUS by impregnating Danaë. When he did so, he appeared to her in the form of a golden shower.
- The name Zeus means "bright" or "sky."
- His weapon of choice was the thunderbolt, made for him by the MYTHICAL CREATURES, the CYCLOPS.
- Zeus, more recently known for causing thunder and lightning, was once a rain-god. He was always associated with the weather in some form.

- Zeus, more recently known for causing thunder and lightning, was once a rain-god. He was always associated with the weather in some form.
- The Zeus described in Homer was not an extension of nature; instead, he had a standard of right and wrong that made him more relatable to mankind.
- Before monarchies were rendered obsolete, Zeus protected the king and his family.
- Hesiod calls Zeus the "the lord of justice." Perhaps because of this, he was reluctant to join a side in THE TROJAN WAR. He preferred the Trojans, but he wanted to stay neutral because Hera preferred the Greeks. She was insufferable when he opposed her openly.
- Metis, the goddess of prudence, was Zeus's first love.
- ARES, HEPHAESTUS, Hebe and EILEITHYIA are the children of Zeus and Hera.
- His union with Leto brought forth the twins APOLLO and Artemis.
- When he seduced the Spartan queen Leda, ZEUS TRANSFORMED HIMSELF INTO A BEAUTIFUL SWAN, and two sets of TWINS were born.
- When Zeus had an affair with Mnemosyne, he coupled with her for nine nights. This scenario produced nine daughters, who became known as the MUSES.
- Zeus punished men by giving them women.
- Zeus's servants were named Force and Violence.

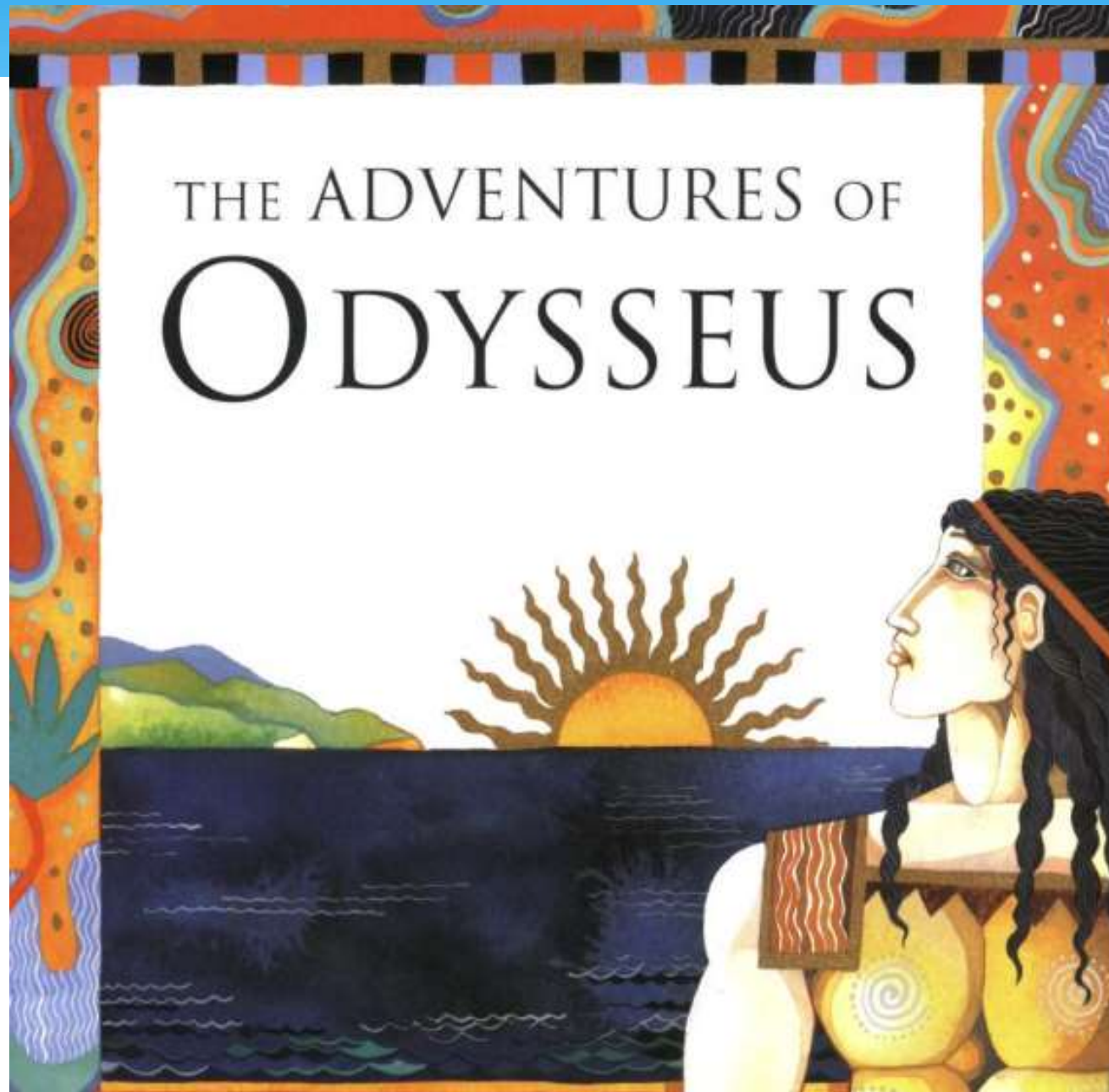
Your turn, research away.

- * In groups, find information from online and in books about the Greek god of your choice.
- * Prepare a presentation to the class about your chosen god.
- * What do they need to know to understand the rest of the stories?

Week 1 Wednesday

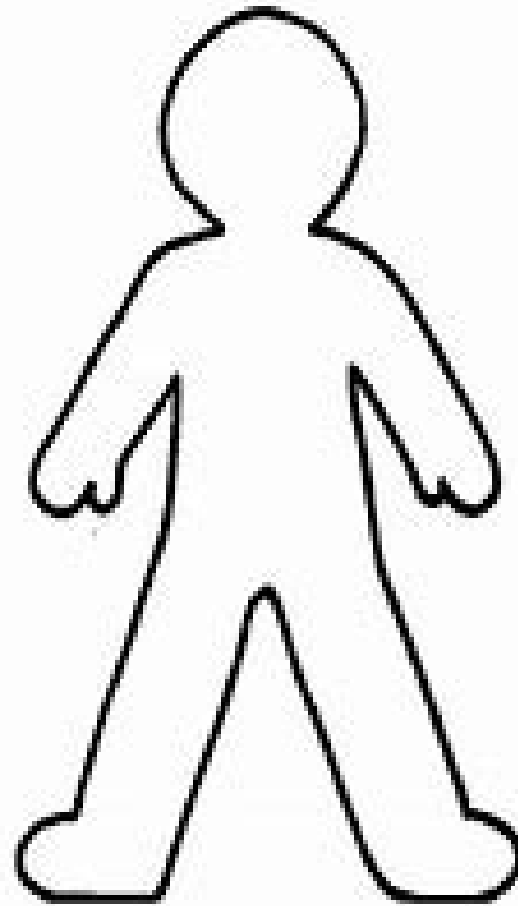
- * Learning Outcome / Objective
- * I can use inference to build an understanding of a character.
- * I can make predictions.

Let's recap our book so far...



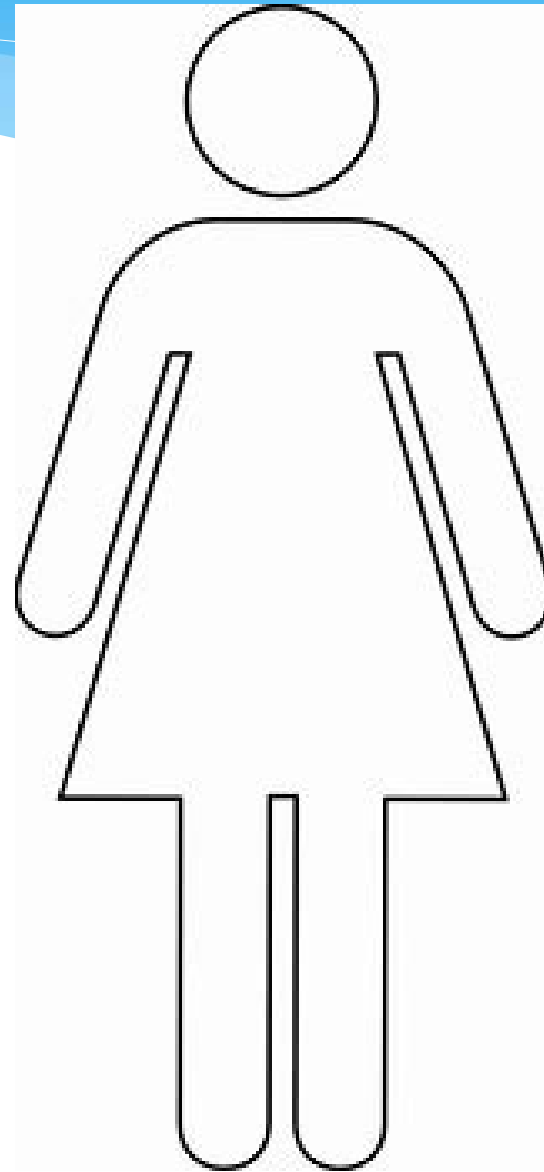
Role on the wall

* Odysseus



Role on the wall

* Penelope



Week 1 Thursday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can use inference to understand different character's emotions.
- * I can respond in character.

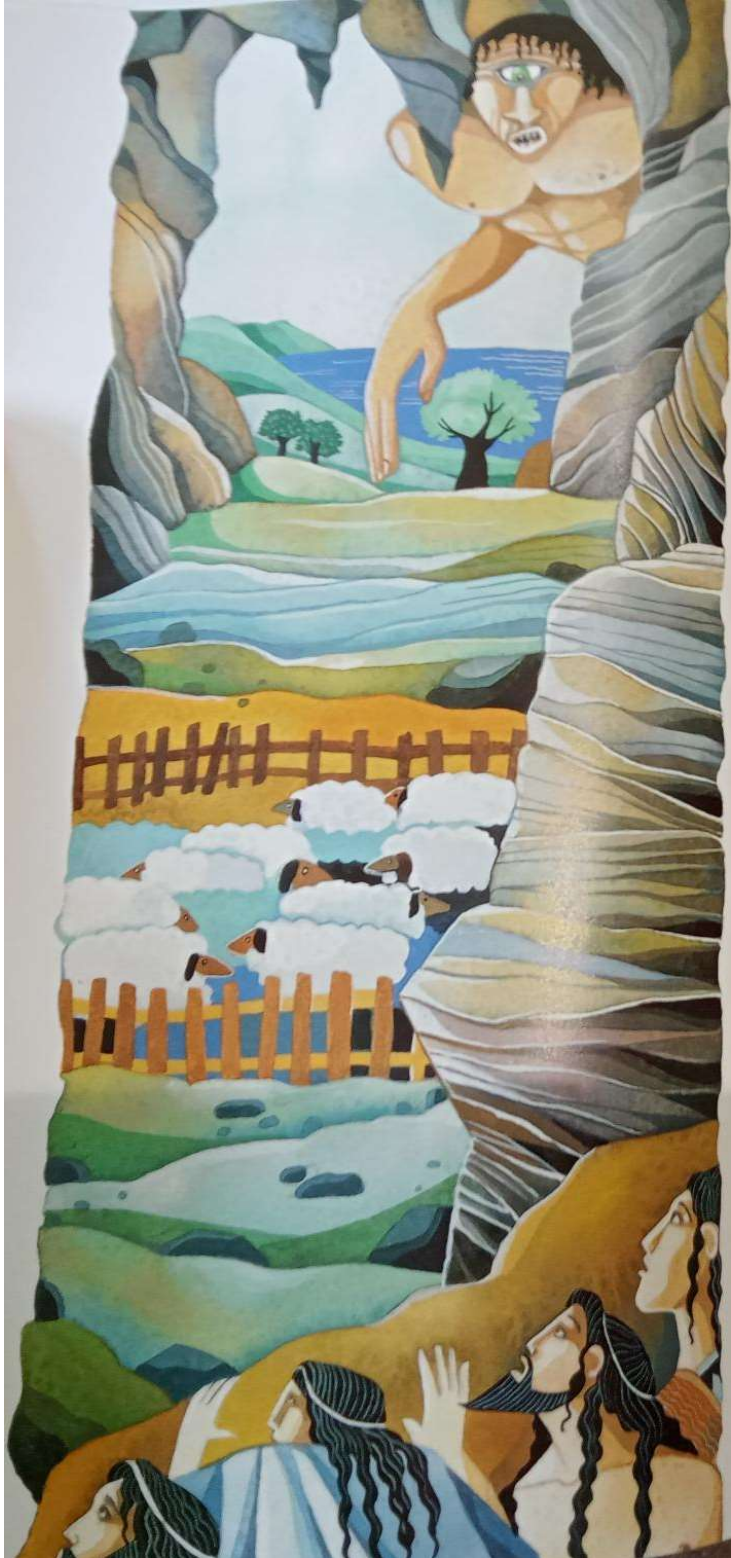
Read chapter 2

2 •THE•CYCLOPS•

For many days we sailed until we reached an island that seemed to us a paradise. We saw land, level for the plough, fat sheep and goats grazing.

We decided to stop and take on fresh meat and water. We beached the ship. I told twelve of my men to take from the treasures of Troy some precious thing, some bracelet or brooch, in the hope that we would find people with whom we could barter. I took a goatskin of a strong wine. One cupful poured into a barrel of water would still make a potent potion.

We followed a path from the beach to a hill. In the hill there was a cave. Beside the cave there was a boulder that looked as though it had been placed there for some purpose. Perhaps this cave was a home. Sure enough, when we went inside we found enclosures with fences which held lambs and kids. We found buckets of cheese and milk. Whose home was this? We squatted by a fire, munched some cheese, drank some milk, sat back and waited.



The Story of the Cyclops Cave

Opening and build-up

While sailing home from the Trojan War, Odysseus and his men came ashore to restock their food and water. The island they stopped at was beautiful with golden sands and tall, waving palm trees. Behind the beaches and trees, they found a deep and dark cave. Inside the cave, they were thrilled to find it full of sheep!

The sailors and their king knew the sheep probably belonged to someone, but they were hungry and decided to take the sheep for themselves. They hoped, if the owner showed up while they were there, that he would understand that they had fought for Greece and won. They built a fire in the cave, and cooked some sheep on a sharpened stick.

The Story of the Cyclops Cave Problem, Resolution and Ending

Suddenly there was a giant roar! A huge one-eyed monster appeared at the mouth of the cave, swinging a club. He noticed the sailors eating his sheep and angrily ran towards them trying to attack as many of them as possible. The men were afraid, but Odysseus was brave.

Odysseus grabbed the sharpened stick, darted to the side and then pounced forward towards the Cyclops. Odysseus had been clever with his attack, he had gone for the large one eye of the beast. The stick was lodged deeply and blinded the Cyclops. Furious, the monster stood in front of the cave opening. He swiped his sharp claws backwards and forwards to stop anyone from escaping.

The sailors looked to their king not knowing what to do. Odysseus watched the beast closely and noticed that the sheep were able to leave the cave without harm. Quietly, the king showed his men how to kneel and crawl like the sheep. They moved carefully with the animals and made noises to deceive the Cyclops. They escaped the island with their lives, as well as a few sheep.

Create 5 freeze frames for each section of the story

- * Use pages 22-25 to support you.
- * Think of questions to ask other characters from different groups when you perform these freeze frames to the class.

Week 1 Friday

- * Learning Outcome / Objective
- * I can sequence events.
- * I can retell a story with confidence and fluency.

The Story of the Cyclops Cave

Opening and build-up

While sailing home from the Trojan War, Odysseus and his men came ashore to restock their food and water. The island they stopped at was beautiful with golden sands and tall, waving palm trees. Behind the beaches and trees, they found a deep and dark cave. Inside the cave, they were thrilled to find it full of sheep!

The sailors and their king knew the sheep probably belonged to someone, but they were hungry and decided to take the sheep for themselves. They hoped, if the owner showed up while they were there, that he would understand that they had fought for Greece and won. They built a fire in the cave, and cooked some sheep on a sharpened stick.

The Story of the Cyclops Cave Problem, Resolution and Ending

Suddenly there was a giant roar! A huge one-eyed monster appeared at the mouth of the cave, swinging a club. He noticed the sailors eating his sheep and angrily ran towards them trying to attack as many of them as possible. The men were afraid, but Odysseus was brave.

Odysseus grabbed the sharpened stick, darted to the side and then pounced forward towards the Cyclops. Odysseus had been clever with his attack, he had gone for the large one eye of the beast. The stick was lodged deeply and blinded the Cyclops. Furious, the monster stood in front of the cave opening. He swiped his sharp claws backwards and forwards to stop anyone from escaping.

The sailors looked to their king not knowing what to do. Odysseus watched the beast closely and noticed that the sheep were able to leave the cave without harm. Quietly, the king showed his men how to kneel and crawl like the sheep. They moved carefully with the animals and made noises to deceive the Cyclops. They escaped the island with their lives, as well as a few sheep.

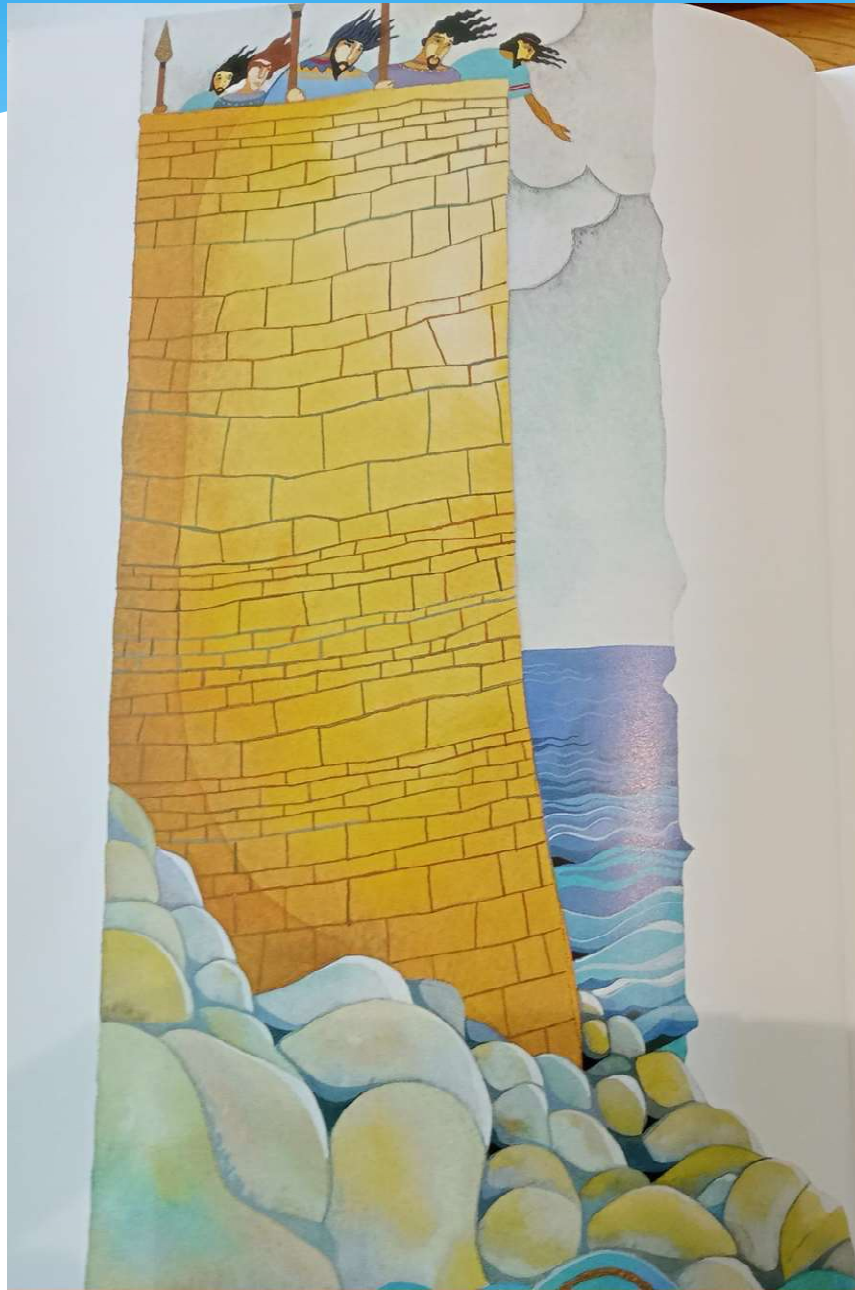
Oh no, I have got muddled up.
Can you sort these into the correct sequence and
then retell the story to a partner?

- * The men escaped by pretending to be sheep.
- * A cyclops found the men in the cave and was angry.
- * Odysseus and his men found a cave and ate the sheep in there.
- * Odysseus arrived at an island.
- * Odysseus stabbed the monster in the eye.

That's better, it is in the correct order now.
Can you create a storyboard to show these events.

- * Odysseus arrived at an island.
- * Odysseus and his men found a cave and ate the sheep in there.
- * A cyclops found the men in the cave and was angry.
- * Odysseus stabbed the monster in the eye.
- * The men escaped by pretending to be sheep.

Read Chapter 3



3 • THE SACK OF WINDS •

The ocean was calm. There was not a breath of a breeze on the sea. My men had to row until their hands were studded with blisters. They bandaged their hands. The blood oozed through the bandages. Day after day they toiled. It was as if we were crossing the surface of a mirror.

At last we saw that something was approaching us. It was flashing and bobbing, reflecting the light of the sun. A floating island, surrounded by walls of bronze! I'd heard stories of this place from sailors. I'd heard it offered a welcome, and sure enough when we came closer the guards atop those bronze walls shouted, 'King Aeolus offers sanctuary in exchange for tales of your adventures!'

We rowed through a pair of bronze gates and tethered our ship to the jetty. We were led up a cobblestone hill to the bronze palace of the mad king Aeolus. He loved to hear the stories of the world, but he would never choose to leave his island. For seven days and nights his hall echoed with our tales. We filled our bellies with roasted meat.

Week 2 Monday

- * Learning Outcome / Objective
- * I can recognise descriptive language.
- * I can use expanded noun phrases.
- * I can use powerful verbs.



3 • THE SACK OF WINDS •

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Retell chapter 3

The Sack of Winds

- * Odysseus arrived at the bronze palace
- * They told tales of their adventure and the king gave them the sack of wind
- * The boat sailed almost to Ithaca but Odysseus fell asleep
- * The sailors let the winds out
- * The boat was tossed in a storm and sent away from Ithaca

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Descriptive language expanded noun phrases

- * A floating island
- * Wall of bronze
- * A pair of bronze gate
- * A cobblestone hill
- * Bellies full of roasted meat
- * A sack tied with a silver thong
- * The winds of the world
- * The surface of the sea
- * The trackless waves of the sea
- * My beloved Ithaca

Descriptive language – verb choice

- * The sky darkened. The waves rose up around us. The sail was torn to shreds. The ship was spinning.

Listen again to the chapter and draw how you see the storm at the end.



Add descriptive language to your artwork.




Read chapter 4 - Circe



Week 2 Tuesday

- * Learning Outcome / Objective
- * I can recognise and use emotive language.
- * I can use retrieval and inference to reflect on characters' emotions.



she had finished weaving a shroud for Odysseus's father. Every day she sat working at the loom. But every night, by the light of the moon, she unravelled all that she had woven during the day, so the shroud was never finished. And the suitors waited, passing the time by drinking Odysseus's wine, slaughtering his cattle, flirting with his maidservants and mocking his memory.

Meanwhile, on another island, a stranger was staggering out of the sea. His hair and beard were tangled and matted with salt. His whole body was caked with brine. Half dead with exhaustion, he crawled on his hands and knees across the sand. He made his way to a grove of trees and buried himself beneath the leaves scattered on the ground.

He closed his eyes and fell instantly into the sweet, oblivious balm of sleep.

It was the daughter of the king of that island who found him. Her name was Nausicaa. At first she thought the stranger was dead. But when she cautiously reached down and touched his arm, it was warm. She shook his shoulder and woke him. She fetched him a cup of water

and a piece of cloth to cover his nakedness. She led the stranger to her father's palace. She showed him a room where he could wash himself and she sent servants to bring him clothes.

As soon as he was alone, the stranger sponged himself from head to foot, washing the salt from his skin. He rubbed oil into his shoulders, neck and arms. He dressed himself in the fine clothes. Then Princess Nausicaa led him to her father's bronze-floored feasting hall.

King Alcinous was sitting on his throne. He looked the stranger up and down. 'Sit down. Eat! Drink!' he said.

Meat, bread, wine, honey-cakes, barley-meal and water were served. Gratefully the stranger sat at a table and ate. He ate for a long time. When at last his raging appetite had been satisfied and he was sitting back in his chair and wiping the crumbs from the corners of his mouth, King Alcinous said, 'There is food for the body, and there is food for the soul. Stranger, now that you have eaten, sit back and listen. My storyteller will entertain and enrich you with a story.'

The doors of the hall were thrown open and an old, blind storyteller was led into the hall. He stared in front of him as though he was peering into a world nobody else could see, his eyes yellowy-white and swollen with cataracts. He lifted his lyre to his shoulder and started to play. He threw back his head and burst into song:

*I sing of the bronze Scaean gates of the city of Troy.
 I sing of those bronze gates swinging open
 And the mighty Trojan army riding out
 With a whirring of wheels and a creaking of chariots,
 With a neighing of horses and a shouting of men,
 With a thundering of hooves and marching feet.
 I sing of Prince Paris, his cloak billowing behind him,
 His sword hungry for the savour of blood.
 I sing of the Trojan army pouring across the plain.
 And I sing of the clash of bronze against bronze
 As the Trojan army meets the Greeks,
 Like two rivers in full spate,
 Each with its flotsam of uprooted trees,
 Crashing into one another.*

THE STRANGER

*And I sing of the Greek heroes;
 Mighty Achilles severing heads with every stroke,
 Nimble-witted Odysseus trailing a wake of the dead
 And old Nestor fierce among his foes . . .*


‘STOP!’ King Alcinous put his hand on the old man’s shoulder. ‘Stop! Stop! Our guest — he is weeping. His face is buried in his hands. His shoulders are shaking. Stranger, who are you? Why does this story bring such grief?’

The stranger lifted his head and looked at the king, his cheeks wet and glistening with tears.

King Alcinous got up from his throne and seized one of the stranger’s hands.

‘Nobody, whether of high or low degree, goes nameless in this world. Tell us who you are. We will listen to your story and learn. And I will send one of my high-prowed ships to take you to the place you are seeking.’

The stranger looked into the king’s face. He looked at the old storyteller and the princess. Then he slowly drew himself up to his full height, took a deep breath, and began to speak:

A full-page illustration in a stylized, painterly manner. On the left, a man with long, dark, curly hair and a pale face, wearing a white tunic, is shown from the waist up. He is looking down at a wooden structure, possibly a ship's hull or a piece of driftwood, which is partially buried in the sand. The background features a blue sea with white-capped waves under a pale, cloudy sky. The foreground is a sandy beach with scattered dark rocks and pebbles. The overall color palette is dominated by blues, yellows, and earthy tones.

I have used many names, but the name by which you would know me is Odysseus. To hear this story fills me with emotion. It fills my eyes with tears to hear the name of my friend Achilles, whose bones now lie under Trojan sand. But to hear myself described as a hero, a man of honour, makes me want to laugh.

I remember the day when I first heard that red-haired Menelaus, King of Sparta, was mustering an army to fight against Troy. It was the

very day my wife Penelope gave birth to our son Telemachus. When I held that child in my arms everything changed. Suddenly I had no desire to sail across the sea and risk my life for the sake of another man's wounded pride.

So when Menelaus's lieutenant arrived on the shore of my island, I was not there to meet him. He was met by my wife, the baby in her arms. She told the lieutenant that I had gone mad. She led him

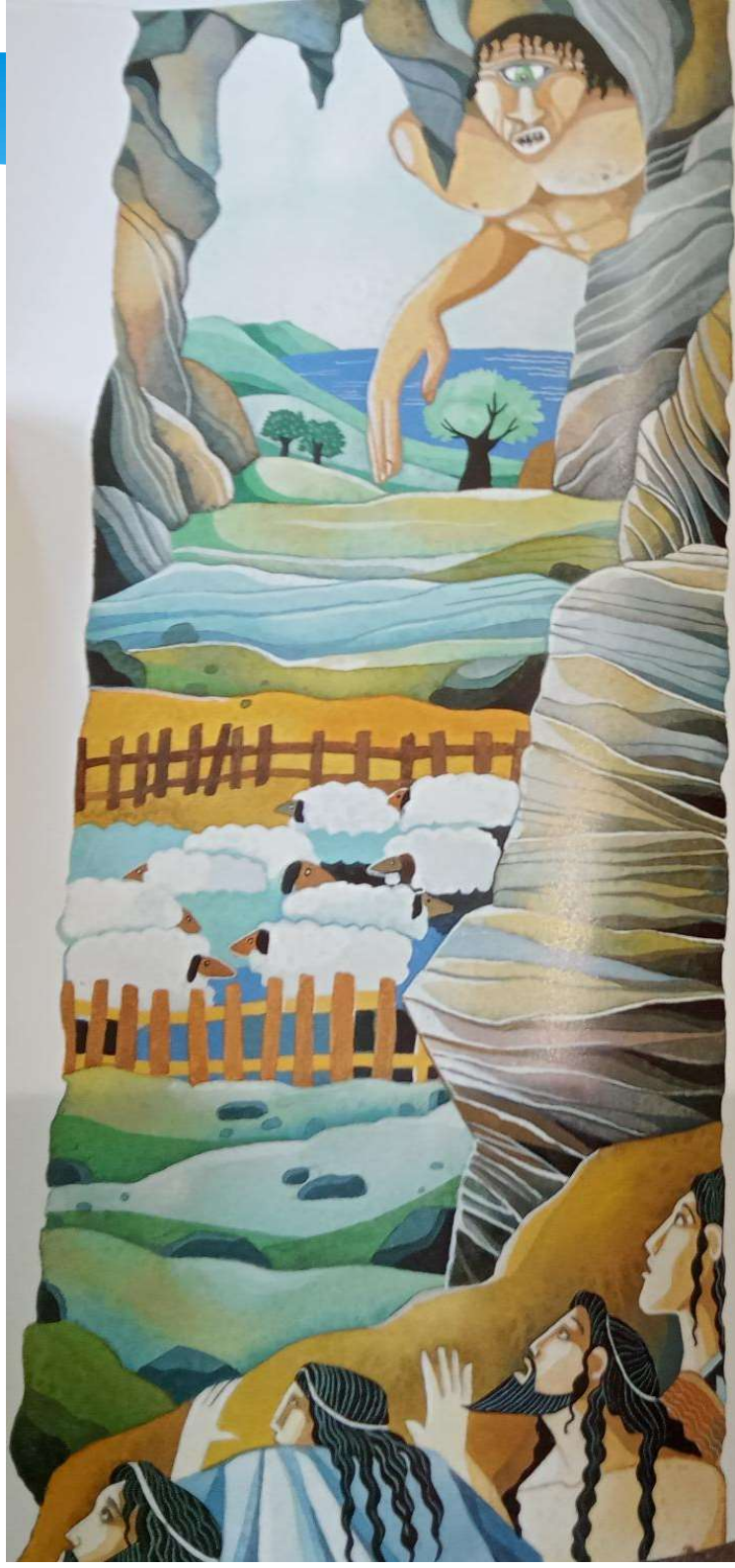
to a beach where he found me, my face streaked with dirt, my hair in greasy ringlets, and my clothes no more than filthy rags. I had harnessed a donkey and an ox to a plough. I was ploughing the shingle, sowing handfuls of salt over my shoulder into the furrows that I had made, raving all the while.

This lieutenant was suspicious. Already I was famous for my cunning. Before I understood what he was doing, he had grabbed the baby, run forward and put it down in front of the plough. When I saw what he had done, I knew he had outwitted me. If I were to continue my pretence of madness I would have to cut the baby in half with the blade of the plough. I had to admit that I was sane. I mustered an army from among my subjects and I joined the great host that laid siege to the walls of Troy.

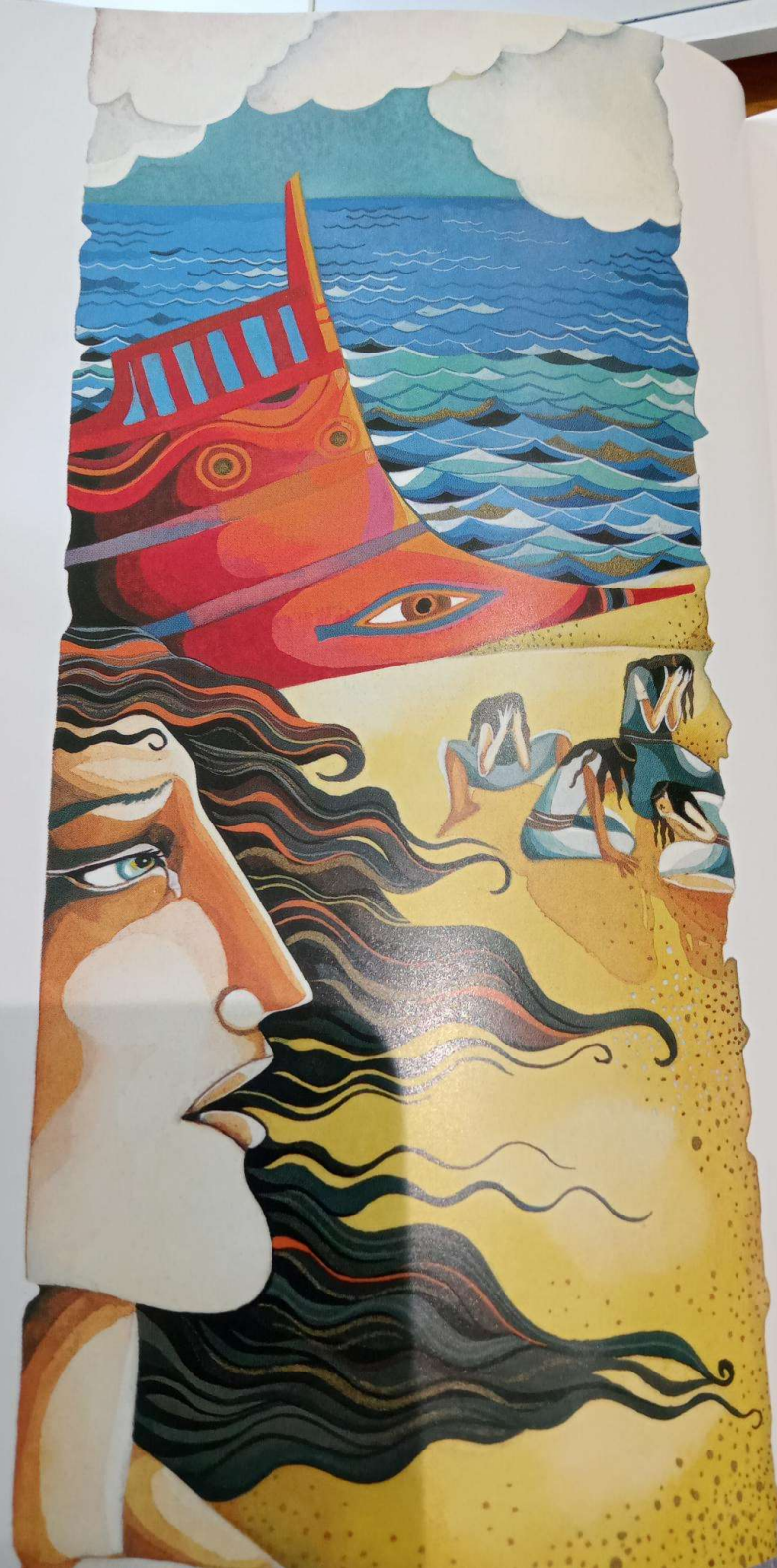
All of us went a little mad during the war, what with the betrayals and the intrigues, the interventions of the immortals and the stupid petty arguments amongst ourselves. My ship was crammed with precious things when I set sail for home. As we voyaged, in my mind's eye I could see the hero's welcome I would receive when at last I reached rocky

Ithaca. I could almost see the streets of my land, lined with my people cheering. I could see myself stepping over the threshold of my feasting hall to find my beloved wife. My son would be a ten-year-old boy now. I could see the pride in the eyes of my father. I could almost feel my mother's warm embrace.







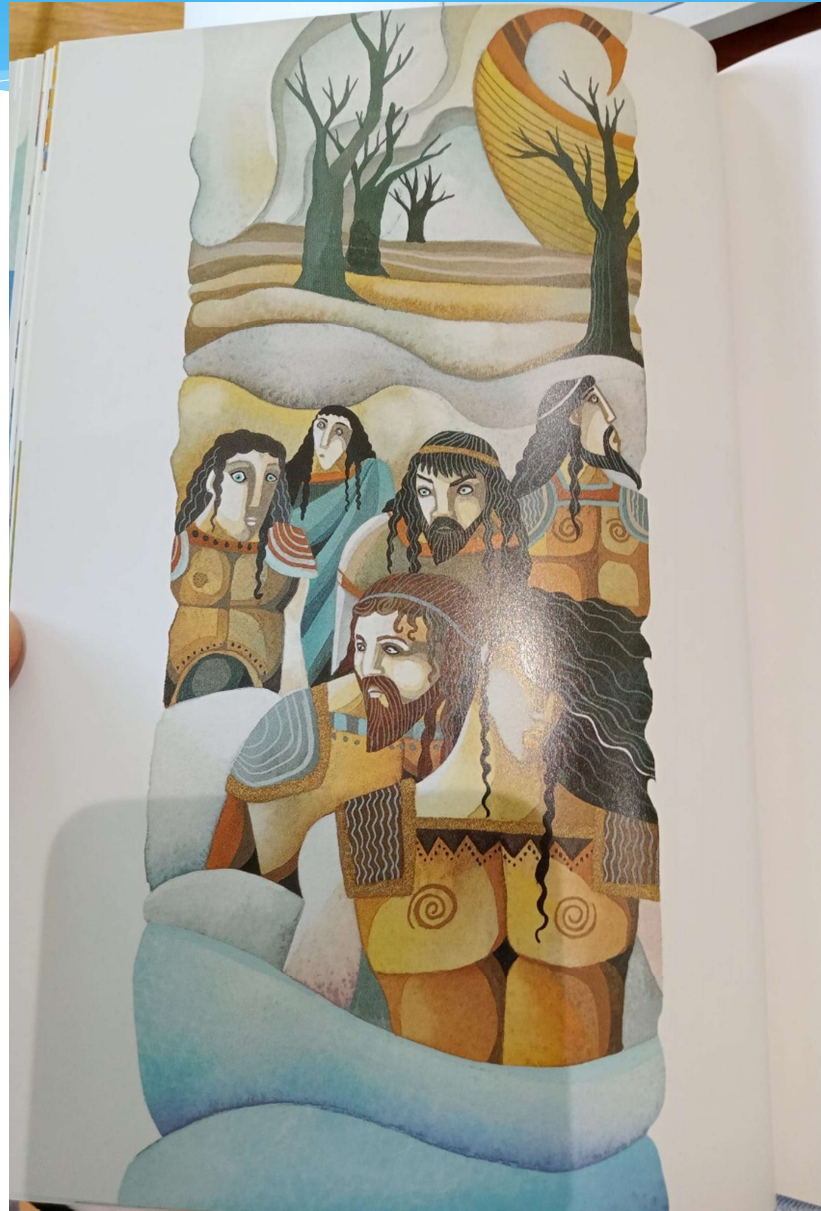


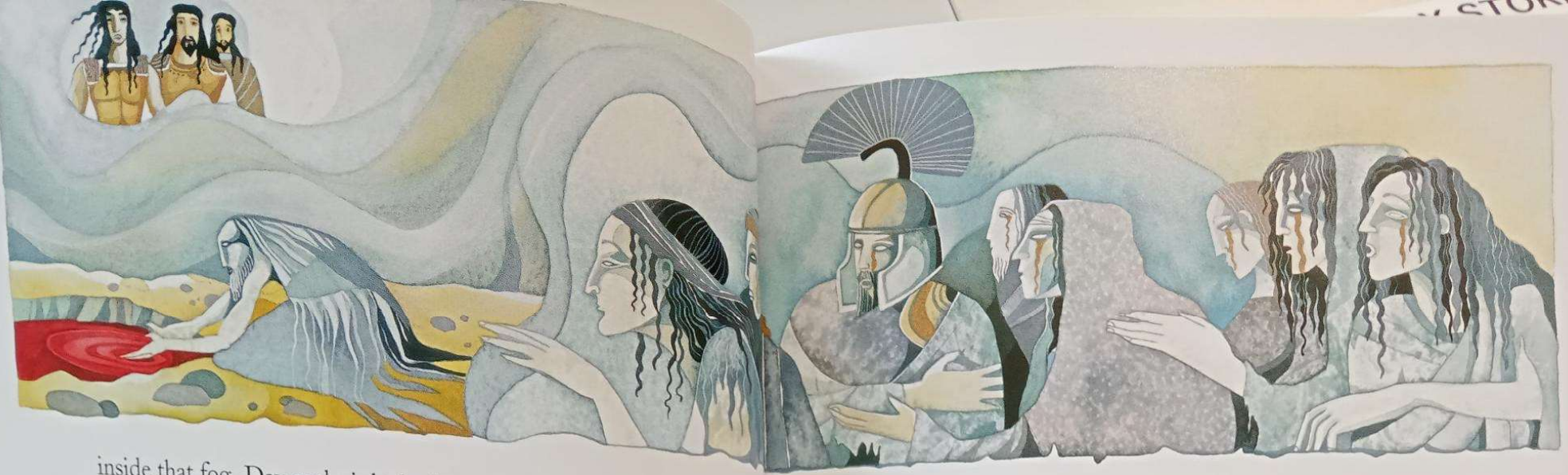


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Read chapter 5





inside that fog. Day and night had no meaning. There was only an endless clammy gloom.

The prow of the ship hit a sandbank. I and two of my companions took a pair of sheep ashore. We set off. The further we walked, the more uneasy we felt. Everything was infected with the greyness of the mist. All colour bled from our clothes and our skin. My companions became shifting forms in the fog beside me. My thoughts, too, became grey, sluggish, stupid, lumpen. Every doubt and regret I've ever felt crowded in on my mind, each with its own persuasive voice. All my old wounds ached. Every step took a little more effort. It was as if we were wading against the current of an ocean we couldn't see.

We reached the banks of a broad, oily river. It was the River of Forgetfulness. On the other side, hidden from our

view by the fog, was the Realm of Many Guests, the Land of the Dead.

We scooped a hole in the sand at our feet. We lifted the heads of the sheep and slit their throats. Their dark blood flowed into the hole. Shapes formed in the fog. We heard a moaning, a hissing. The ghosts of the dead were coming, summoned by our sacrifice. We saw young brides, warriors with gaping gashes, gurgling children. The sight of them made my soldiers shake with horror. Most of the spirits of the dead have lost all memory of their previous life. They are stupid, hungry wraiths until they can drink the blood of a mortal sacrifice. They long to remember their lives.

Our blood offering was for one of the few who has kept his mind: the blind prophet Tiresias. Though I had instructed my companions to hold back the flickering ghosts until

Emotive language...

- * gurgling children,
- * gaping gashes,
- * hungry wraiths,

What effect does the language choices here make when you read it?

Feelings...

Stem sentence...

I believe the character feels _____ because _____.

- * How do you think Odysseus feels as he sees the face of his mother among the dead?
- * How would he have felt at this point in the story?
- * How would he feel about bringing his crew to this place?

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can use descriptive language to create a specific mood.



Adjectives – choose your words carefully to create the mood of the song

- * Words that describe nouns.

- * The shimmering song

Determiner Adjective Noun

Debussy's Peleas et Melissande

* <https://youtu.be/OyMRokn2dXo>

Song of the Spheres

- * What might the Song of the Spheres sound like to Odysseus?
- * How could you imagine it?
- * How might you describe it?

Week 2 Thursday

- * Learning Outcome / Objective
- * I can recognise a dilemma.
- * I can give reasons for and against an issue.
- * I can speak with confidence and clarity.



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Then the air became clammy. The ship shook. The water around us was white, hissing and boiling. We saw the whirlpool. She was magnificent and beautiful, awful and terrible. She sucked down the ocean with such ferocity that we glimpsed the sea bed. Then she spat it into the sky so it fell on our cheeks like salty rain. We watched her, transfixed.

Then the dragon struck. Quick as thought, she lunged from her cave. Each of her six savage heads plucked one of my men from his bench. When they screamed I turned and

looked. For a moment I glimpsed her, her ancient mocking eyes, her fiery skin, the flailing limbs of one of my friends between her jaws. And then she was gone into the smoke.

I fought in a war for ten years. I saw men do awful things to other men. But I never saw a sight as terrible as that. They died screaming my name. The sound of their screams still haunts my dreams.



Should Odysseus have told his men about the dragon?

- * Reasons for:

- * Reasons against:

Should Odysseus have told his men about the dragon?

* **Reasons for:**

Honesty was deserved

Prepare them

Don't want to lose trust

* **Reasons against:**

Needed men to row

No other way so why scare them

Not guaranteed there is a dragon

Conscience Alley

Form a conscience alley and then take it in turns to walk down the alley and decide as if you were Odysseus.



Write down what you decided and why.

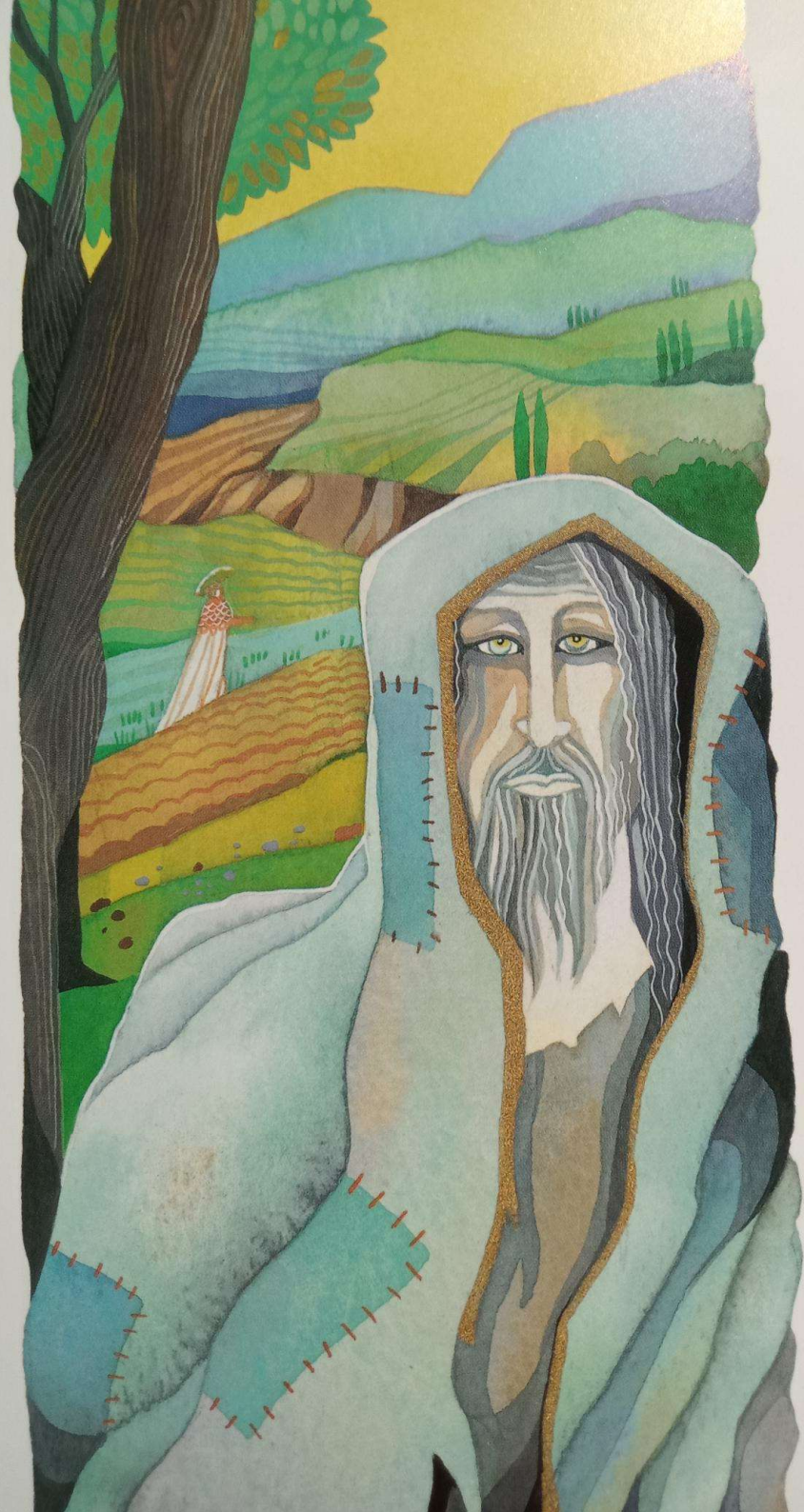
- * If I were Odysseus, (I would have / I would not have) told my men about the dragon because



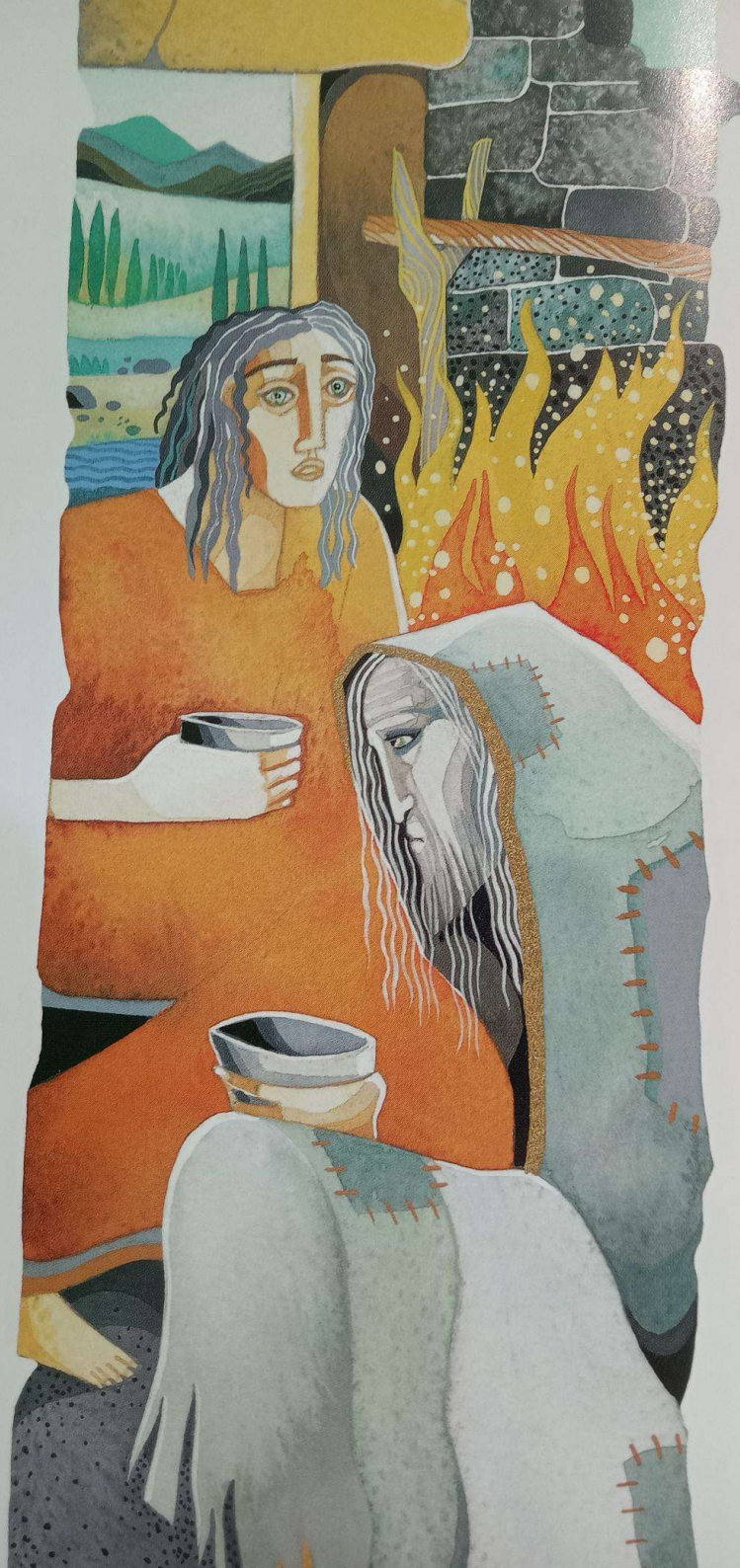
Week 2 Friday

- * Learning Outcome / Objective
- * I can sequence events.
- * I can retell the adventures of Odysseus.
- * I can understand how oral storytelling has been used in the past.







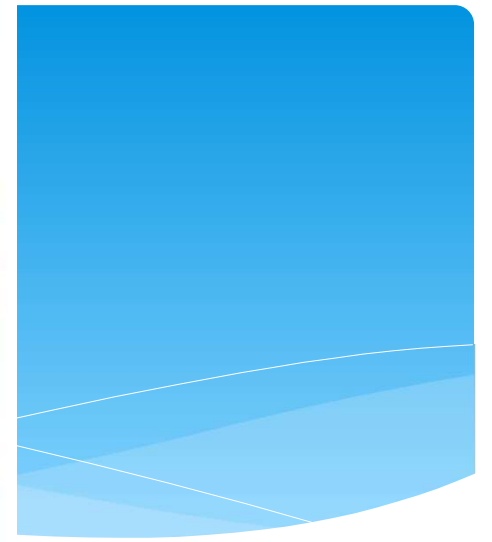



Oral Story Telling

- * The original Odyssey, by Homer, was an epic poem which told the same story and which was not written down, but was remembered.

Challenge:

- * Can you recall as many of the events that occurred (and the order in which they occurred) to sequence the whole story?



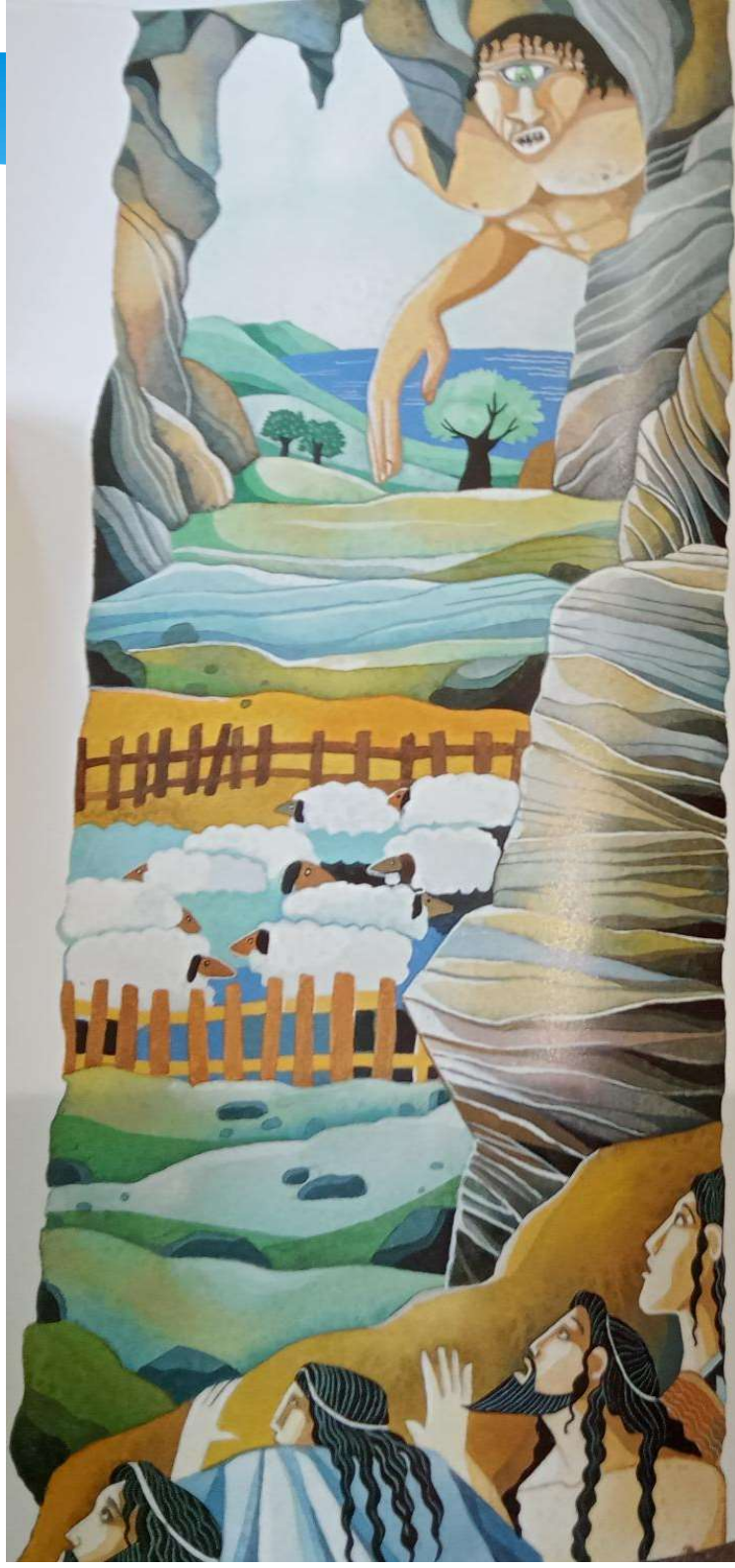
A full-page illustration in a stylized, painterly manner. On the left, a man with long, dark, curly hair and a pale complexion is shown from the chest up, wearing a light blue robe. He is looking down at a wooden structure, possibly a ship's hull or a cart, which is resting on a rocky, yellowish-brown shore. The background features a blue sea with white-capped waves under a pale, cloudy sky. On the right side of the page, a small white ship is visible on the horizon. The overall style is reminiscent of a children's book illustration.

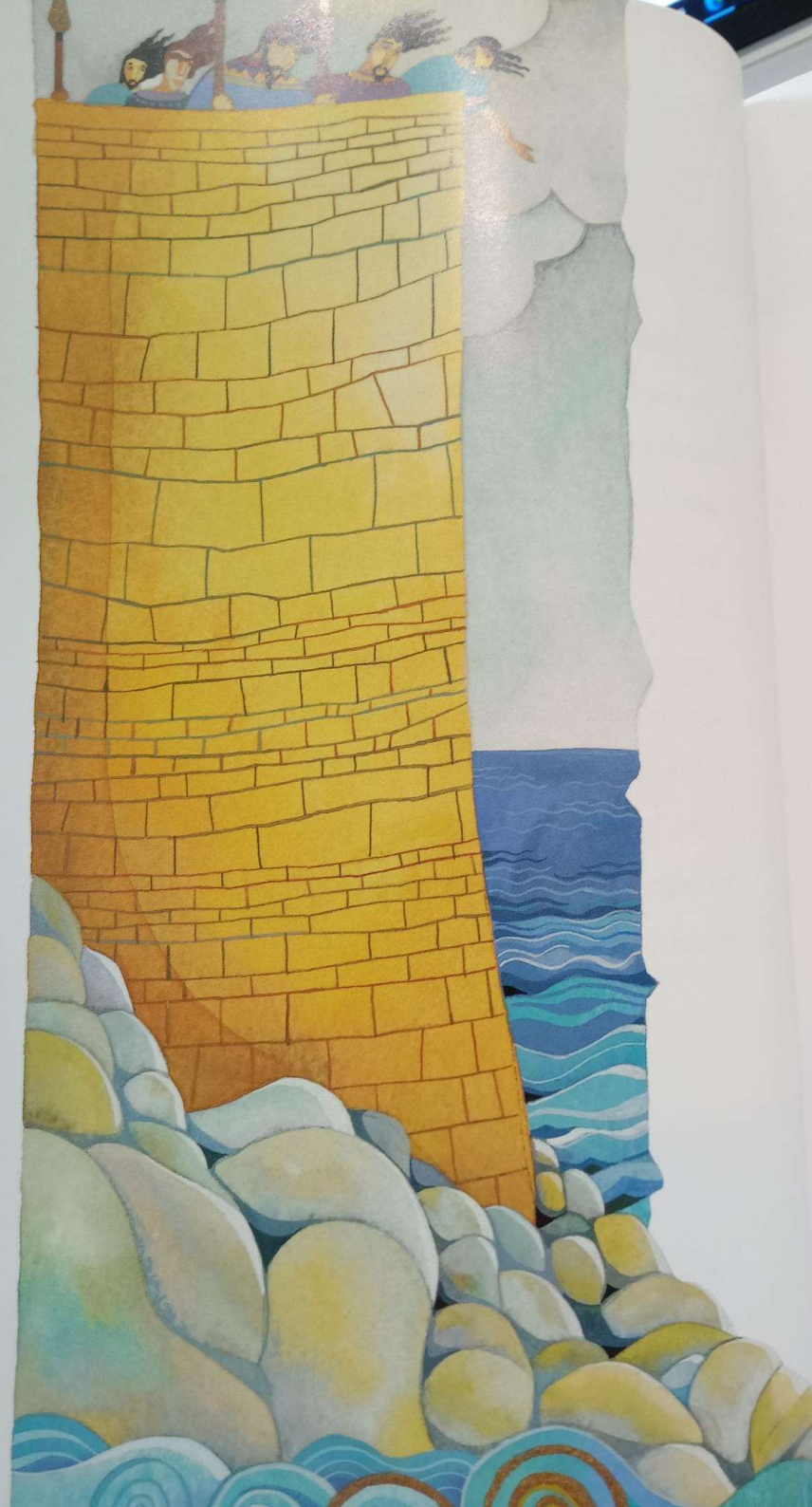
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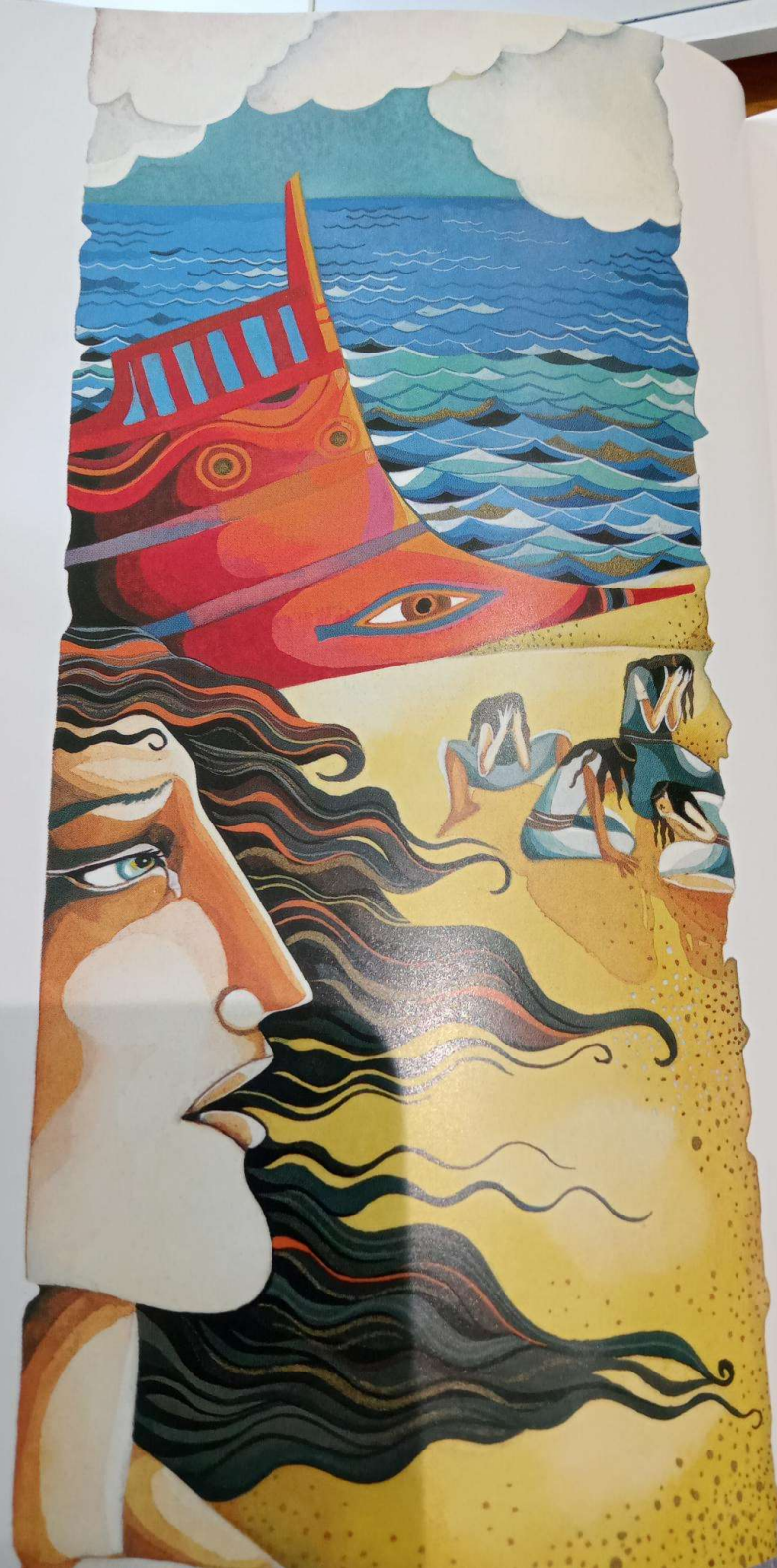
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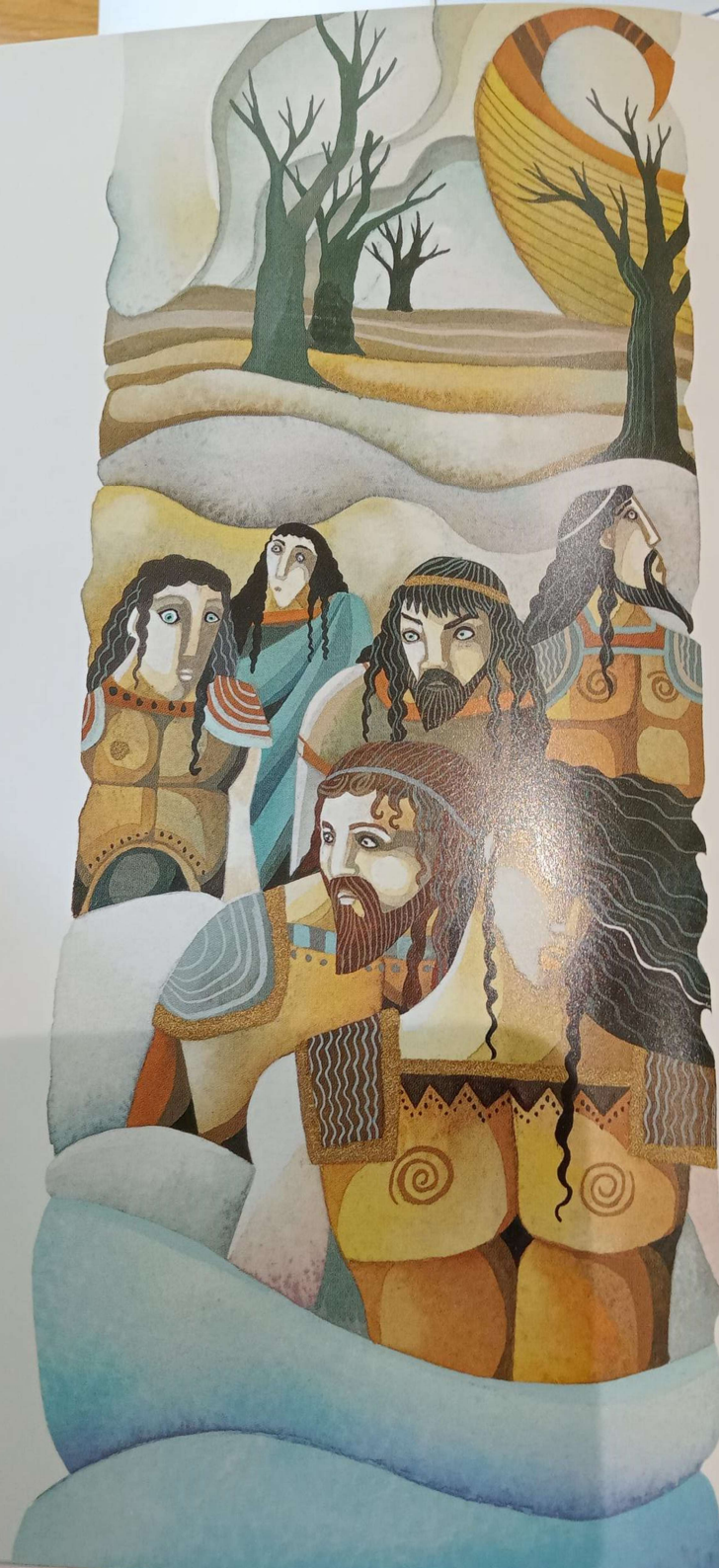
very day my wife Penelope gave birth to our son Telemachus. When I held that child in my arms everything changed. Suddenly I had no desire to sail across the sea and risk my life for the sake of another man's wounded pride.

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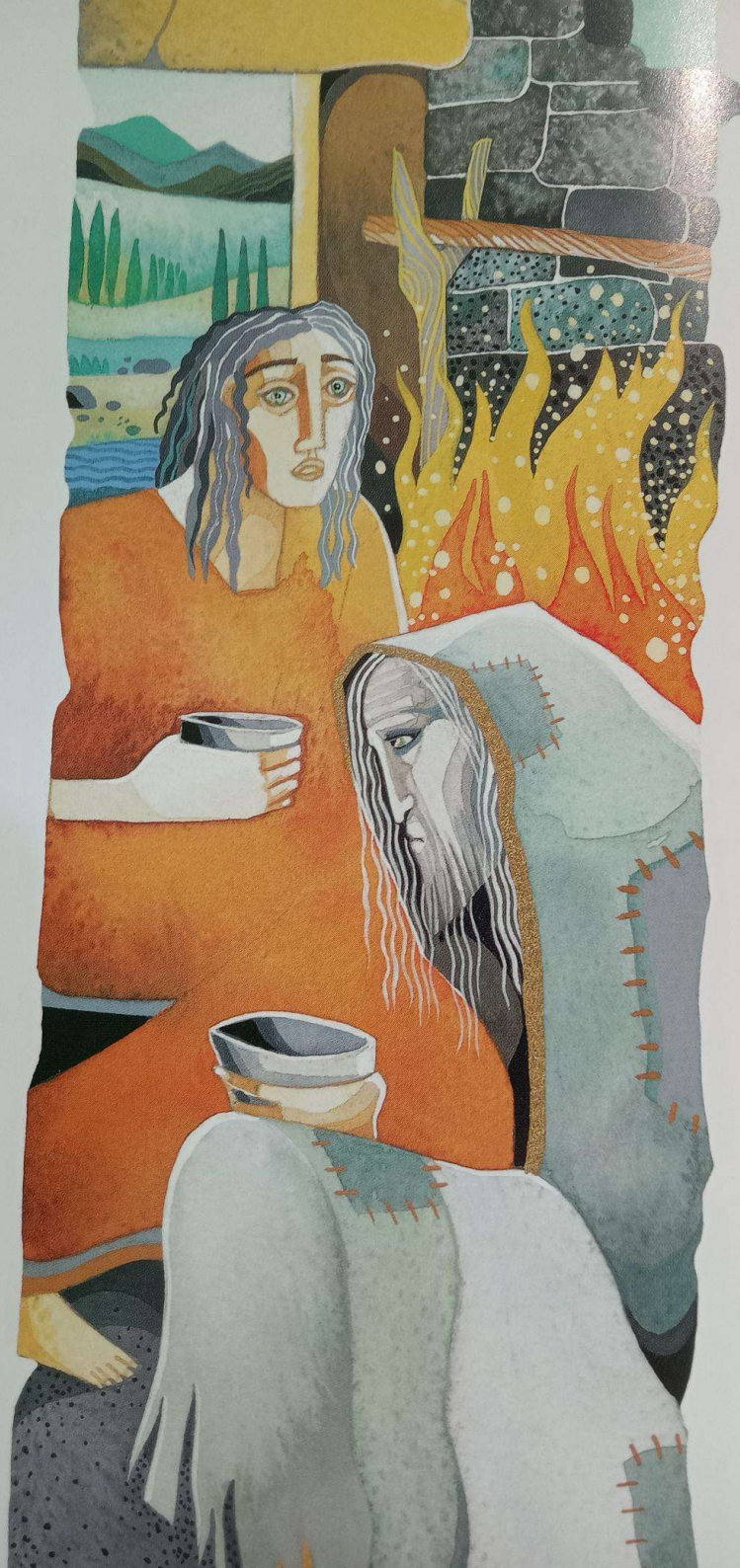


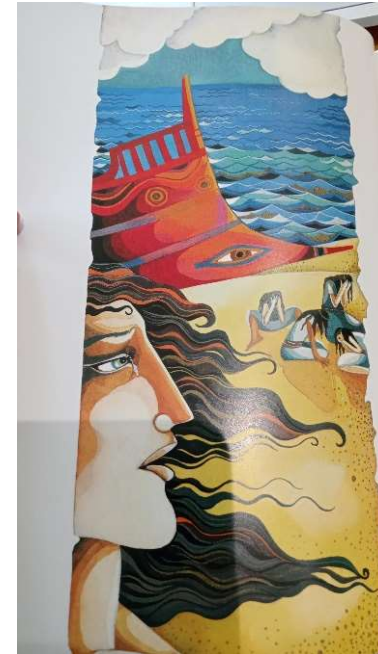
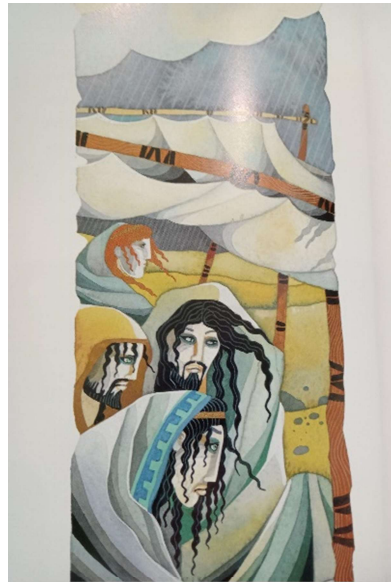
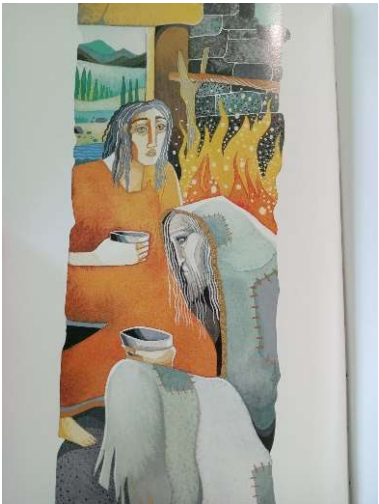
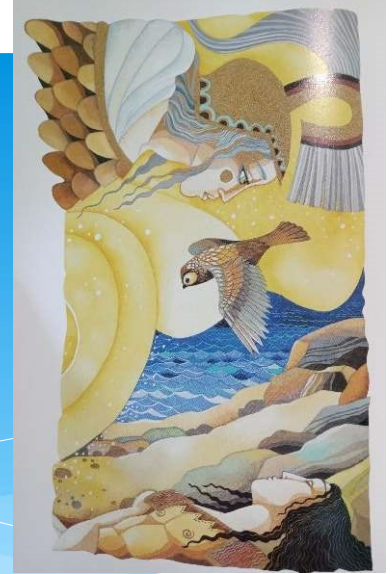
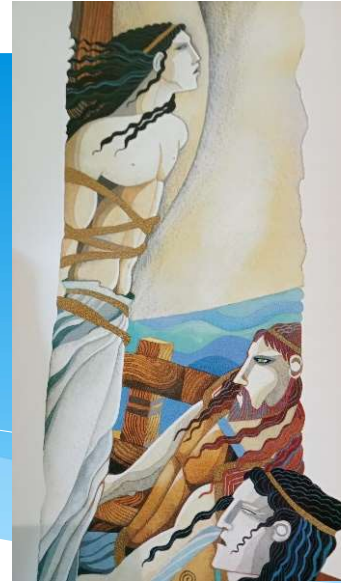
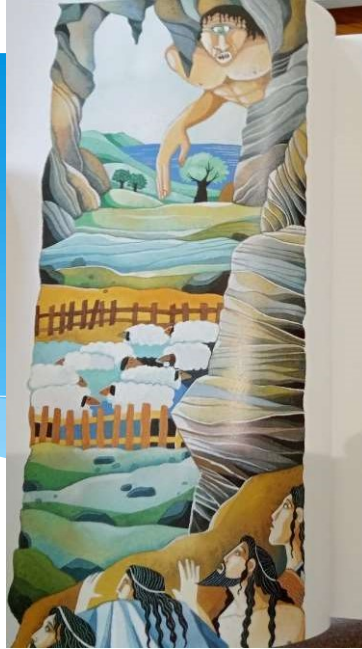
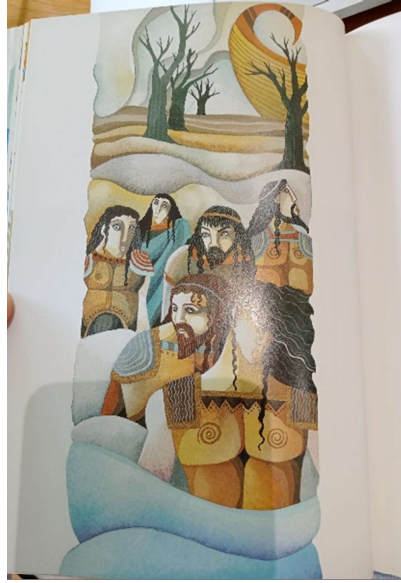


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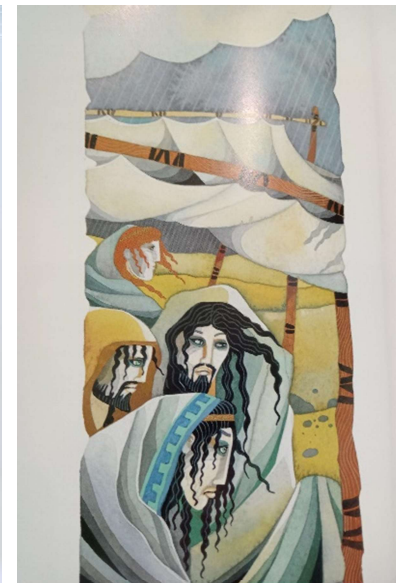
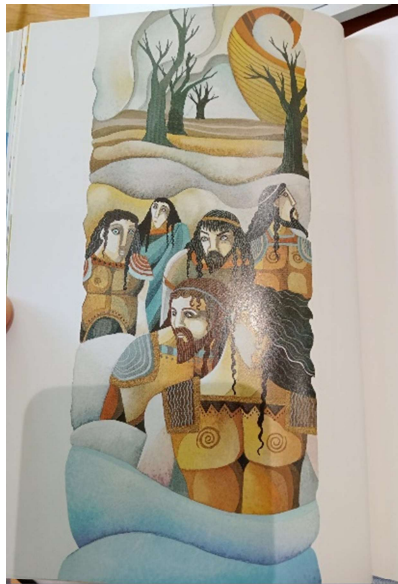
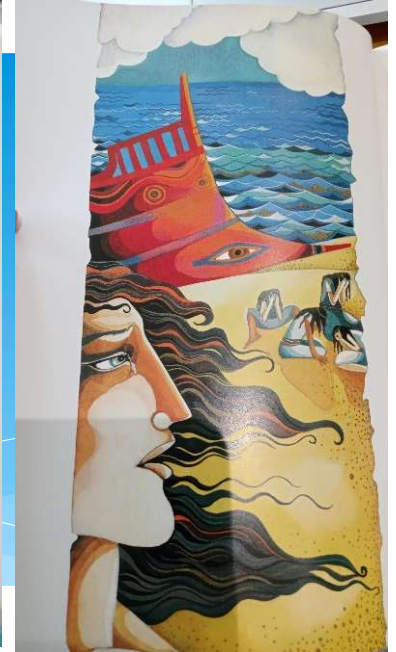
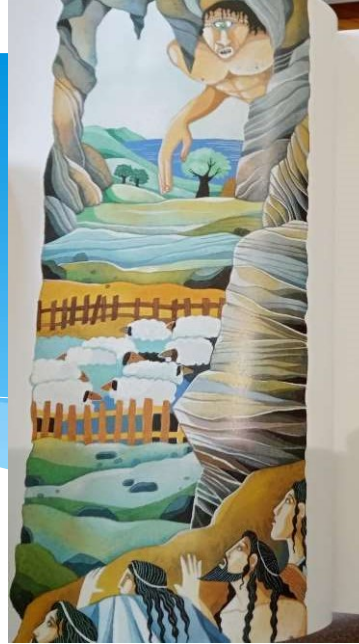
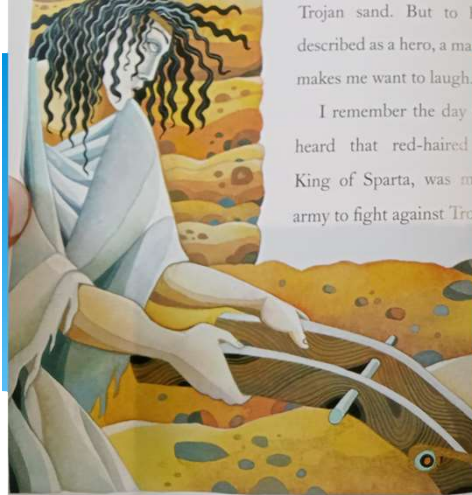








Pictures to be sequenced

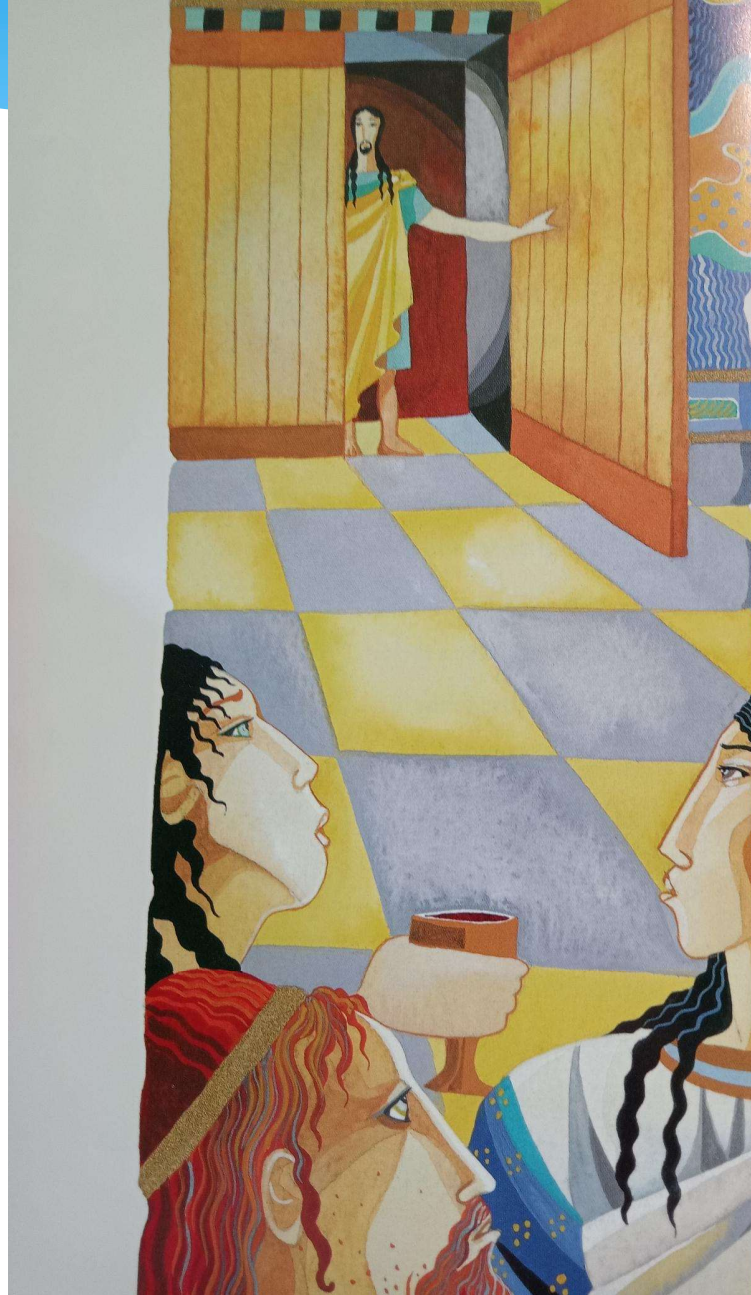


Correct order and sequence

A story map

- * Can you work in pairs or groups to create a map of Odysseus' adventures? Show where he travelled to, who he met on the way and what he had to do.
- * Create this large flip chart paper with pictures.
- * Film yourselves telling the story using your maps. Share this with other classes in the school.

Read aloud Chapter 11 – The Beggar.



Week 3 Monday

- * Learning Outcome / Objective
- * I can give my opinions and justifications.
- * I can recognise and chart and characters' emotions.

Recap chapter 11 and then read to
the end of the book.



and pushed open the door of his hall. His ears were filled with the sounds of drunken laughter, and his nostrils with the smell of sweat and smoke, spilled wine and roasting meat. He entered and made his way from table to table, his arms outstretched, begging for food.

Not one of the suitors, not one of the revellers, took any notice of the old beggar until he came to the back of the hall. Sitting at a table covered with wooden dishes of sliced meat and half-empty wineskins was a suitor whose name was Antinous. When he saw the old beggar he shouted, 'Go away! Take your filthy, flea-bitten, moth-eaten carcass elsewhere before we throw you to the dogs!'

It was at that moment that Telemachus came down from his mother's bedchamber.

'Antinous,' he said, 'not only do you eat us out of house and home, you also

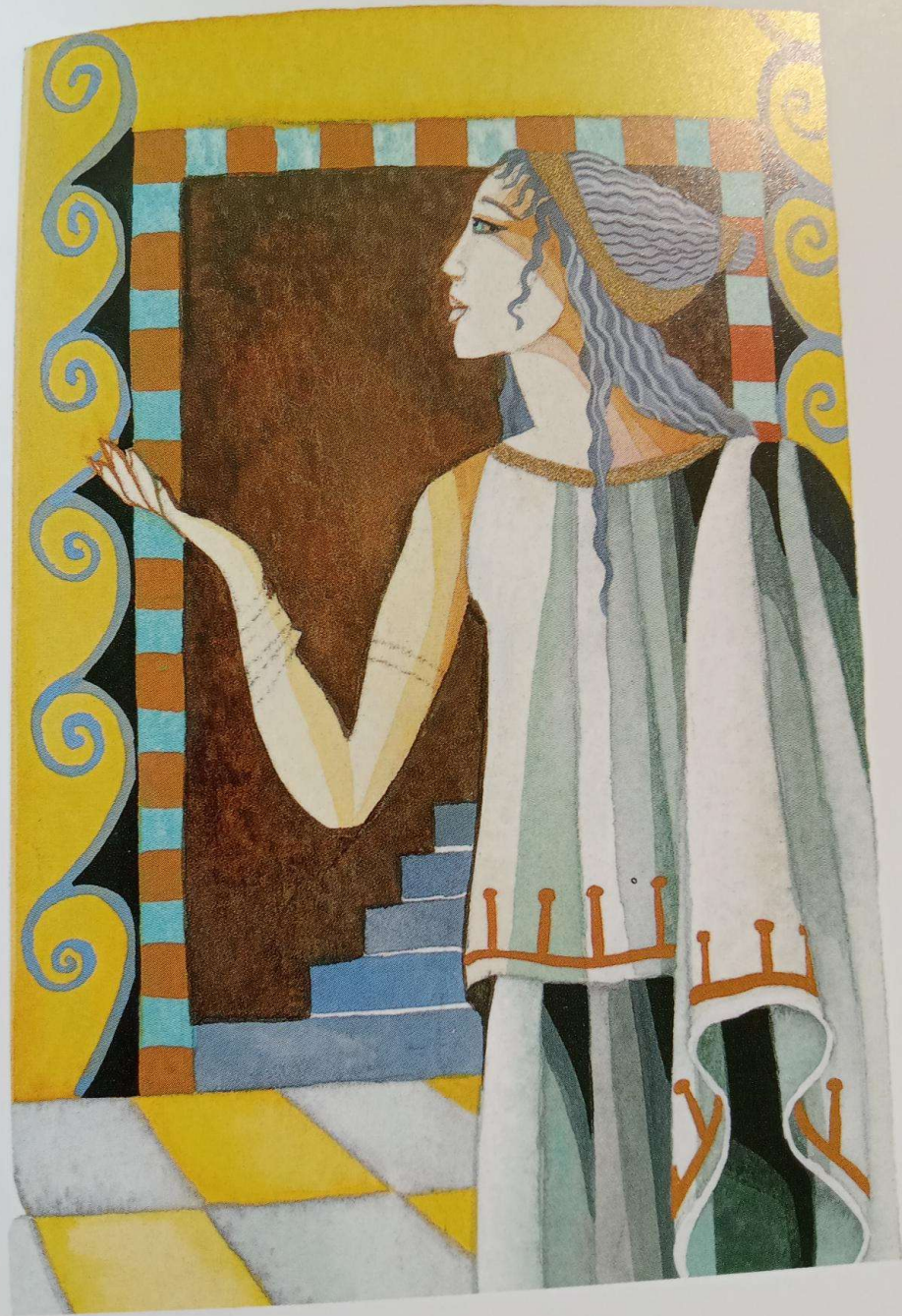
break the sacred laws of hospitality in my father's feasting hall. Old man, come, sit down.'

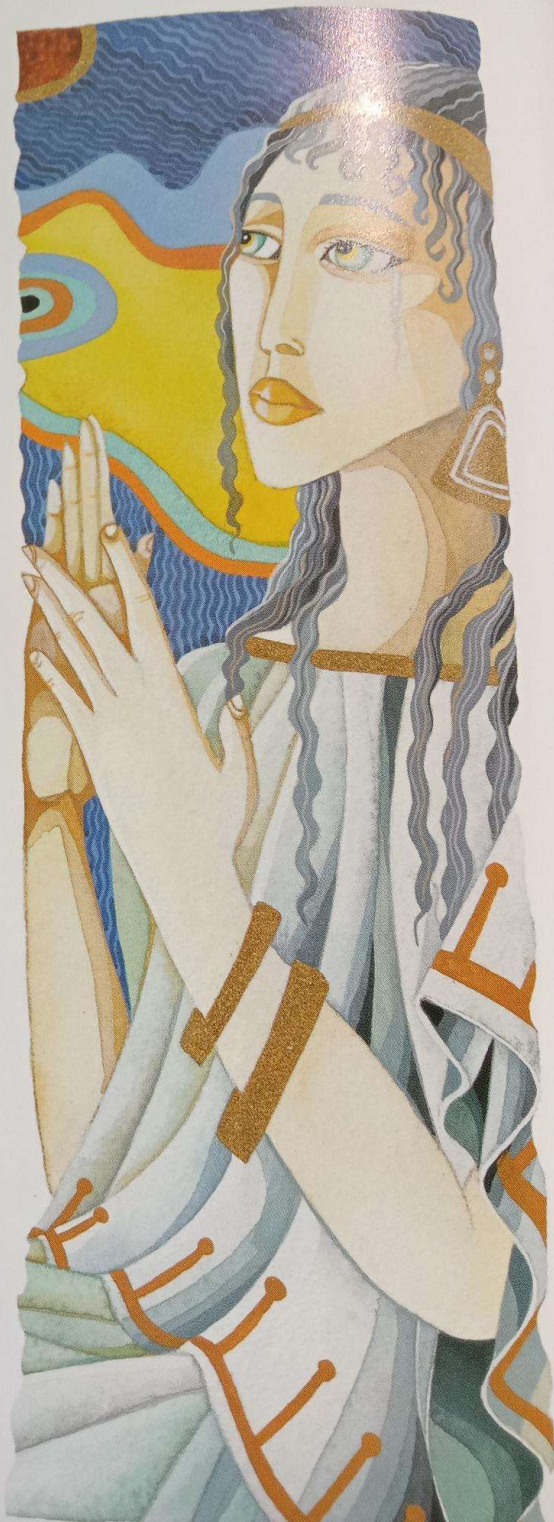
With great kindness and consideration Telemachus showed the old beggar where he could sit. He fetched meat, bread and wine. He broke the bread with his own hands and gave it to the beggar.

Gratefully Odysseus ate and drank. When his plate was empty he got to his feet and went back to the table where Antinous was sitting. He stretched out his hands once more. 'Perhaps now you will think again, or do you begrudge an old beggar the crumbs from another man's table?' Antinous glared at him.

'I'll give you something. I'll give you something and no mistake!' He picked up a stool. He drew back his hand and with all the strength of his arm he hurled the stool at the old beggar. The stool struck Odysseus hard on the shoulder,

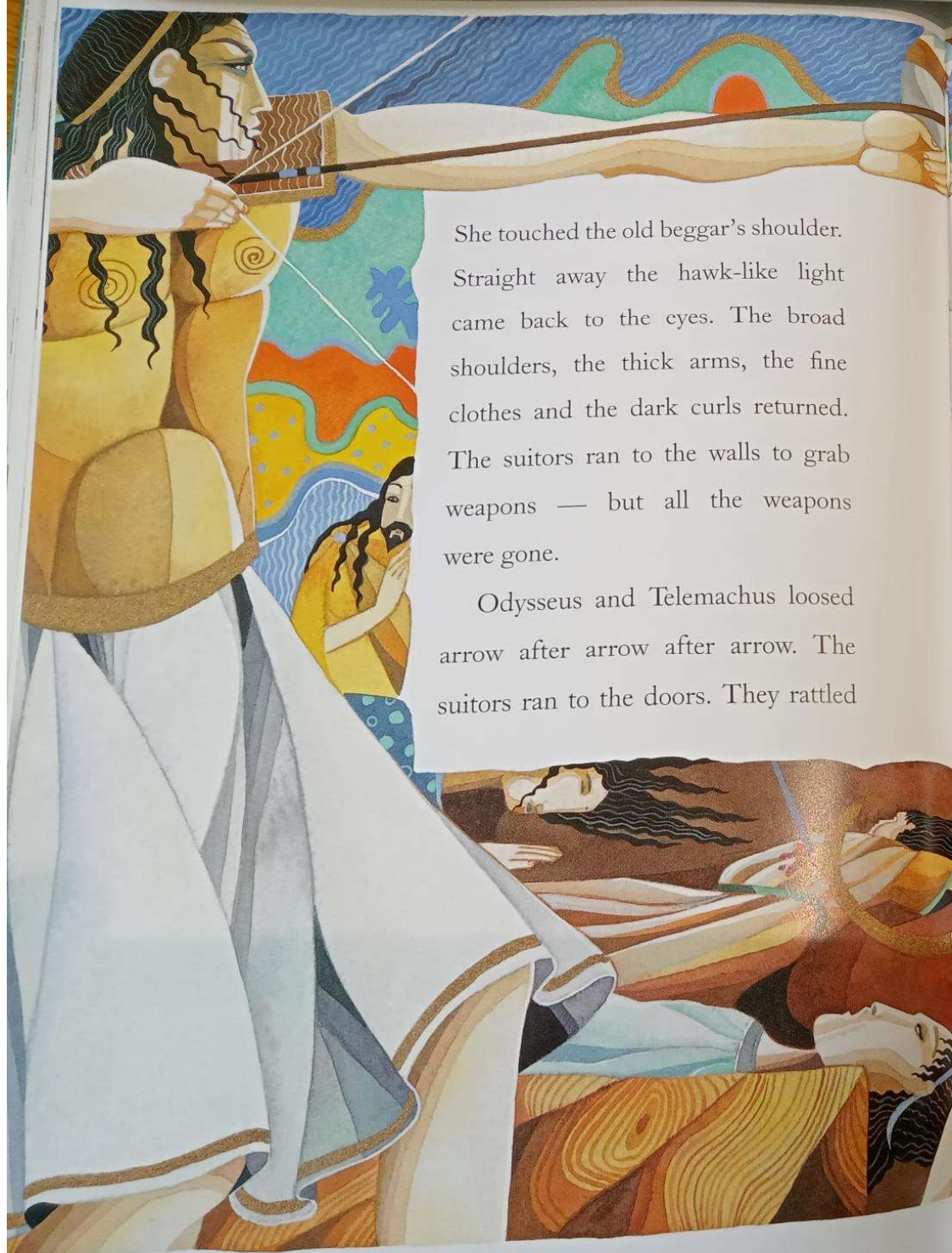










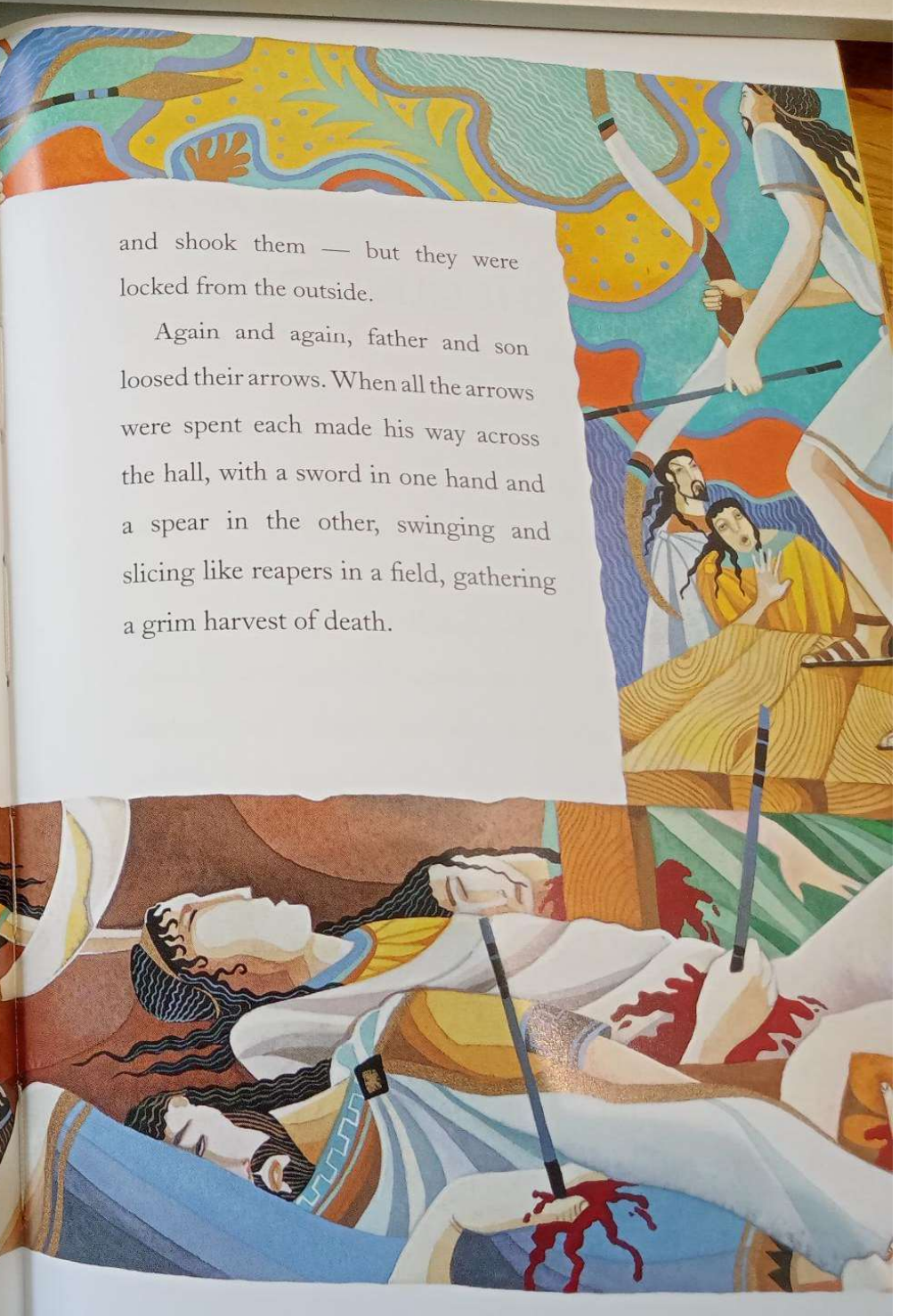


She touched the old beggar's shoulder. Straight away the hawk-like light came back to the eyes. The broad shoulders, the thick arms, the fine clothes and the dark curls returned. The suitors ran to the walls to grab weapons — but all the weapons were gone.

Odysseus and Telemachus loosed arrow after arrow after arrow. The suitors ran to the doors. They rattled

and shook them — but they were locked from the outside.

Again and again, father and son loosed their arrows. When all the arrows were spent each made his way across the hall, with a sword in one hand and a spear in the other, swinging and slicing like reapers in a field, gathering a grim harvest of death.



Dreams and visions come through two gates:
either through a gate of ivory or through a gate
of horn. If the dream, the vision, comes through
the ivory gate, it is mere fancy, fantasy. If it
comes through the gate of horn it carries truth.
This dream, this vision, is over. You must decide
through which gate it has come.



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

In the final chapters, Odysseus goes through different emotions.

When is he feeling...

- * Anger?
- * Love?
- * Fear?
- * Wisdom?
- * Regret?

Think about all of Odysseus' adventures,
which was your favourite and why?



•CONTENTS•

•PROLOGUE•

•THE STRANGER•

•THE CYCLOPS•

•THE SACK OF WINDS•

•CIRCE•

•THE LAND OF THE DEAD•

•THE SONG OF THE SPHERES•

•TORMENT AND TRIAL•

•SHIPWRECKED•

•ITHACA•

•FATHER AND SON•

•THE BEGGAR•

•SETTING THE TRAP•

•SPRINGING THE TRAP•

•THE OLIVE TREE•

•EPILOGUE•

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can understand the structure of each chapter.
- * I can plot events in chapters.

The Story of the Cyclops Cave

Opening and build-up

While sailing home from the Trojan War, Odysseus and his men came ashore to restock their food and water. The island they stopped at was beautiful with golden sands and tall, waving palm trees. Behind the beaches and trees, they found a deep and dark cave. Inside the cave, they were thrilled to find it full of sheep!

The sailors and their king knew the sheep probably belonged to someone, but they were hungry and decided to take the sheep for themselves. They hoped, if the owner showed up while they were there, that he would understand that they had fought for Greece and won. They built a fire in the cave, and cooked some sheep on a sharpened stick.

The Story of the Cyclops Cave

Problem, Resolution and Ending

Suddenly there was a giant roar! A huge one-eyed monster appeared at the mouth of the cave, swinging a club. He noticed the sailors eating his sheep and angrily ran towards them trying to attack as many of them as possible. The men were afraid, but Odysseus was brave.

Odysseus grabbed the sharpened stick, darted to the side and then pounced forward towards the Cyclops. Odysseus had been clever with his attack, he had gone for the large one eye of the beast. The stick was lodged deeply and blinded the Cyclops. Furious, the monster stood in front of the cave opening. He swiped his sharp claws backwards and forwards to stop anyone from escaping.

The sailors looked to their king not knowing what to do. Odysseus watched the beast closely and noticed that the sheep were able to leave the cave without harm. Quietly, the king showed his men how to kneel and crawl like the sheep. They moved carefully with the animals and made noises to deceive the Cyclops. They escaped the island with their lives, as well as a few sheep.

What happens in each part of this chapter?

- * Opening?
- * Build-up?
- * Problem?
- * Resolution?
- * Ending?

What happens in each part of this chapter?

- * Opening = Odysseus arrived at an island.
- * Build-up = Odysseus and his men found a cave and ate the sheep in there.
- * Problem = A cyclops found the men in the cave and was angry.
- * Resolution = Odysseus stabbed the monster in the eye.
- * Ending = The men escaped by pretending to be sheep.

What about in the chapter with the winds?

- * Opening?
- * Build-up?
- * Problem?
- * Resolution?
- * Ending?

What about in the chapter with the winds?

- * Opening = Odysseus met a mad king
- * Build-up = Odysseus was told about a sack of winds
- * Problem = The sack was opened
- * Resolution = A storm tried to defeat Odysseus but he survived
- * Ending = Odysseus continued on his journey home

Can you see how the structure is similar?

| Opening | Build-up | Problem | Resolution | Ending |
|-----------------------------------|----------------------------|---|------------------------|---|
| Odysseus and adventure introduced | Odysseus meets a challenge | Odysseus begins to overcome the challenge | Odysseus is victorious | Odysseus continues on quest to get home |

Pick another chapter and see if it follows the same structure.

| Opening | Build-up | Problem | Resolution | Ending |
|-----------------------------------|----------------------------|---|------------------------|---|
| Odysseus and adventure introduced | Odysseus meets a challenge | Odysseus begins to overcome the challenge | Odysseus is victorious | Odysseus continues on quest to get home |

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can collaborate.
- * I can offer ideas for plans.

The Story of the Cyclops Cave

Opening and build-up

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The Story of the Cyclops Cave

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The sailors looked to their king not knowing what to do. Odysseus watched the beast closely and noticed that the sheep were able to leave the cave without harm. Quietly, the king showed his men how to kneel and crawl like the sheep. They moved carefully with the animals and made noises to deceive the Cyclops. They escaped the island with their lives, as well as a few sheep.

Shared writing

- * Work as a class to come up with a plan for an adventure chapter for Odysseus

Planning

| Opening | Build-up | Problem | Resolution | Ending |
|-----------------------------------|----------------------------|---|------------------------|---|
| Picture | Picture | Picture | Picture | Picture |
| Odysseus and adventure introduced | Odysseus meets a challenge | Odysseus begins to overcome the challenge | Odysseus is victorious | Odysseus continues on quest to get home |

Opening

- * Let's write this together from our class plan.
- * Now continue our class story by writing the build-up as a table.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can write short sentences to show action.

The Story of the Cyclops Cave

Opening and build-up

While sailing home from the Trojan War, Odysseus and his men came ashore to restock their food and water. The island they stopped at was beautiful with golden sands and tall, waving palm trees. Behind the beaches and trees, they found a deep and dark cave. Inside the cave, they were thrilled to find it full of sheep!

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The Story of the Cyclops Cave

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The Sack of Winds

The sky darkened. The waves rose up around us. The sail was torn to shreds. The ship was spinning. The spinning woke me up. I sat up. Poseidon spat brine into my eyes.

What effect do these short action sentences have on how we read this paragraph?

Circe

I leaped to my feet. With my sword, I struck. The wand fell from her hand. I showed her the sharp end of my blade.

What effect do these short action sentences have on how we read this paragraph?

The Land of the Dead

I was struck with such a shock of sorrow. I stumbled back. I fell into a pool of blood. I turned. I ran screaming.

What effect do these short action sentences have on how we read this paragraph?

The Song of the Spheres

I had to hear that song. I ordered my men to tie me to the mast. Men blocked their ears with wax. The shimmering song began. I begged. I cursed. I threatened. They were deaf to my pleas.

What effect do these short action sentences have on how we read this paragraph?

Torment and Trial

Then the air became clammy. The ship shook. The water hissed and boiled. We saw a whirlpool. She was magnificent and terrible. We watched her, transfixed.

What effect do these short action sentences have on how we read this paragraph?

Shipwrecked

Suddenly the ship was in shadow. Blood dropped into clear water. The mast crashed down. The whole ship bucked. A wall of water rose against us. Fuming breakers tore at every plank. I sank beneath the surface.

What effect do these short action sentences have on how we read this paragraph?

Which part of the story do these short sentences fall into?

Why into this part?

Let's now write this section together for our problem.

Week 3 Friday

- * Learning Outcome / Objective
- * I can collaborate.
- * I can offer ideas.

The Story of the Cyclops Cave

Opening and build-up

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Shared writing

- * Continue class story from plan by writing resolution
- * Children to write ending in groups from class plan
- * Read the whole story by rereading and editing shared write of opening, problem and resolution and choose a group to have their build-up and ending to have complete story.

Week 4 Monday

- * Learning Outcome / Objective
- * I can plan a chapter with a focus on ensuring cohesion.

The Story of the Cyclops Cave

Opening and build-up

While sailing home from the Trojan War, Odysseus and his men came ashore to restock their food and water. The island they stopped at was beautiful with golden sands and tall, waving palm trees. Behind the beaches and trees, they found a deep and dark cave. Inside the cave, they were thrilled to find it full of sheep!

The sailors and their king knew the sheep probably belonged to someone, but they were hungry and decided to take the sheep for themselves. They hoped, if the owner showed up while they were there, that he would understand that they had fought for Greece and won. They built a fire in the cave, and cooked some sheep on a sharpened stick.

The Story of the Cyclops Cave Problem, Resolution and Ending

Suddenly there was a giant roar! A huge one-eyed monster appeared at the mouth of the cave, swinging a club. He noticed the sailors eating his sheep and angrily ran towards them trying to attack as many of them as possible. The men were afraid, but Odysseus was brave.

Odysseus grabbed the sharpened stick, darted to the side and then pounced forward towards the Cyclops. Odysseus had been clever with his attack, he had gone for the large one eye of the beast. The stick was lodged deeply and blinded the Cyclops. Furious, the monster stood in front of the cave opening. He swiped his sharp claws backwards and forwards to stop anyone from escaping.

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Planning

| Opening | Build-up | Problem | Resolution | Ending |
|-----------------------------------|----------------------------|---|------------------------|---|
| Picture | Picture | Picture | Picture | Picture |
| Odysseus and adventure introduced | Odysseus meets a challenge | Odysseus begins to overcome the challenge | Odysseus is victorious | Odysseus continues on quest to get home |

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can write in the style of a particular author.

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can write in a particular author's style.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can write in a particular author's style.

Week 4 Friday

- * Learning Outcome / Objective
- * I can orally tell a story with prosody.
- * I can evaluate orally told stories for effectiveness.

Week 5 Monday

- * Learning Outcome / Objective

- * I can

Remember that Odysseus is a story of adventure but is written by Homer as an epic poem.

- * Let's look at some poems that have been inspired by the adventures.
- * Think about which one you like the best and why.

Siren Song

BY [MARGARET ATWOOD](#)

This is the one song everyone
would like to learn: the song
that is irresistible:

the song that forces men
to leap overboard in squadrons
even though they see the beached skulls

the song nobody knows
because anyone who has heard it
is dead, and the others can't remember.

Shall I tell you the secret
and if I do, will you get me
out of this bird suit?

I don't enjoy it here
squatting on this island
looking picturesque and mythical

with these two feathery maniacs,
I don't enjoy singing
this trio, fatal and valuable.

I will tell the secret to you,
to you, only to you.
Come closer. This song

is a cry for help: Help me!
Only you, only you can,
you are unique

at last. Alas
it is a boring song
but it works every time.

Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Ithaka

BY C. P. CAVAFY

As you set out for Ithaka

hope your road is a long one,

full of adventure, full of discovery.

Laistrygonians, Cyclops,

angry Poseidon—don't be afraid of them:

you'll never find things like that on your way

as long as you keep your thoughts raised high,

as long as a rare excitement

stirs your spirit and your body.

Laistrygonians, Cyclops,

wild Poseidon—you won't encounter them

unless you bring them along inside your soul,

unless your soul sets them up in front of you.



Hope your road is a long one.

May there be many summer mornings when,
with what pleasure, what joy,
you enter harbors you're seeing for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber and ebony,
sensual perfume of every kind—
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to learn and go on learning from their scholars.



Keep Ithaka always in your mind.

Arriving there is what you're destined for.

But don't hurry the journey at all.

Better if it lasts for years,

so you're old by the time you reach the island,

wealthy with all you've gained on the way,

not expecting Ithaka to make you rich.

Ithaka gave you the marvelous journey.

Without her you wouldn't have set out.

She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you.

Wise as you will have become, so full of experience,

you'll have understood by then what these Ithakas mean.

Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Circe's Power

I never turned anyone into a pig.
Some people are pigs; I make them
Look like pigs.

I'm sick of your world
That lets the outside disguise the inside. Your men were
Undisciplined life
Did that to them. As pigs,

Under the care of
Me and my ladies, they
Sweetened right up.

Then I reversed the spell, showing you my goodness
As well as my power. I saw



We could be happy here,
As men and women are
When their needs are simple. In the same breath,

I foresaw your departure,
Your men with my help braving
The crying and pounding sea. You think

A few tears upset me? My friend,
Every sorceress is
A pragmatist at heart; nobody sees essence who can't
Face limitation. If I wanted only to hold you
I could hold you prisoner.

Louise Gluck

Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

The Odyssey, Book I, Lines

Homer

SPEAK, MEMORY—

Of the cunning hero,
The wanderer, blown off course time and again
After he plundered Troy's sacred heights.

nbsp; Speak
Of all the cities he saw, the minds he grasped,
The suffering deep in his heart at sea
As he struggled to survive and bring his men home
But could not save them, hard as he tried—
The fools—destroyed by their own recklessness
When they ate the oxen of Hyperion the Sun,
And that god snuffed out their day of return.

Of these things,

Speak, Immortal One,
And tell the tale once more in our time.



Week 5 Tuesday

- * Learning Outcome / Objective
- * I can recognise rhyming words.
- * I can recognise stanzas.

Homer's Odyssey

The epic poem of Odysseus traveling back to Ithaca is written in stanzas.

Ballad Stanza Poem

A ballad stanza is a group of 4 lines. That group is called a stanza. The last word of line 2 and line 4 should rhyme.



Friendship

A true friend is there for you
When you need them most.
They always tell the truth
And never ever boast.

Whirlpool

I row my boat to safety,
but the tides that crash ashore
do not extend the hands of grace;
or help, or something more.

My vessel sinks into the depths,
and swallows all the peace.
And though I've never been here yet,
I somehow feel at ease.

The familiar pressure from above,
the distance from the floor;
the fear of drowning phased me not -
for I've been here before.

Torment and Trial

Can you find the
rhyming words
in these
stanzas?

The land of the dead

Home is what a gull cries for
Over rough seas,
Nothing worse than wandering,
Tempting smells on the breeze.

We sail further North,
Breath curls from our lips,
A wall of fog rises,
The mast and sail rips.

Can you find the
rhyming words
in these
stanzas?

The land of the dead

The prow hits a sandbank,
So uneasily we walk,
Colour bleeds from our skin,
We dare not even talk.

Every step takes more effort,
All my wounds start to ache,
Ghosts of the dead are coming,
All soldiers start to shake.

Can you find the
rhyming words
in these
stanzas?

The land of the dead

The spirits have no memories,
There is but a stupid, hungry wraith,
Blood spills from our mortal sacrifice,
To the blind prophet we put our faith.

We have angered the gods,
The vision needed is said,
Appears the dead face of my mother,
And from that, I then fled.

Can you find the
rhyming words
in these
stanzas?

The land of the dead

Home is what a gull cries for
Over rough seas,
Nothing worse than wandering,
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We sail further North,
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A wall of fog rises,
The mast and sail rips.

Can you find the
rhyming words
in these
stanzas?

The land of the dead

The prow hits a sandbank,
So uneasily we **walk**,
Colour bleeds from our skin,
We dare not even **talk**.

Every step takes more effort,
All my wounds start to **ache**,
Ghosts of the dead are coming,
All soldiers start to **shake**.

Can you find the
rhyming words
in these
stanzas?

The land of the dead

The spirits have no memories,
There is but a stupid, hungry **wraith**,
Blood spills from our mortal sacrifice,
To the blind prophet we put our **faith**.

We have angered the gods,
The vision needed is **said**,
Appears the dead face of my mother,
And from that, I then **fled**.

Can you find the
rhyming words
in these
stanzas?

Fill in the missing rhyming words from our model text.

Home is what a gull cries for
Over rough ,
Nothing worse than wandering,
Tempting smells on the .

We sail further North,
Breath curls from our ,
A wall of fog rises,
The mast and sail .

The prow hits a sandbank,
So uneasily we ,
Colour bleeds from our skin,
We dare not even .

Every step takes more effort,
All my wounds start to ,
Ghosts of the dead are coming,
All soldiers start to .

The spirits have no memories,
There is but a stupid, hungry ,
Blood spills from our mortal sacrifice,
To the blind prophet we put our .

We have angered the gods,
The vision needed is ,
Appears the dead face of my mother,
And from that, I then .

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can recognise and use new language.

The Land of the Dead

Home is what a gull cries for
Over rough seas,
Nothing worse than wandering,
Tempting smells on the breeze.

We sail further North,
Breath curls from our lips,
A wall of fog rises,
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The prow hits a sandbank,
So uneasily we walk,
Colour bleeds from our skin,
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All soldiers start to shake.

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Blood spills from our mortal sacrifice,
To the blind prophet we put our faith.

We have angered the gods,
The vision needed is said,
Appears the dead face of my mother,
And from that, I then fled.

Vocabulary

- * Gull



- * NOUN

a long-winged web-footed seabird with a raucous call, typically having white plumage with a grey or black mantle.

Vocabulary

* Wandering



* ADJECTIVE

travelling aimlessly from place to place

Vocabulary

* Prow

* NOUN

the pointed front part of a ship;



Vocabulary

* Sandbank

* NOUN

a deposit of sand forming a shallow area in the sea or a river.



Vocabulary

* Wraith

* NOUN

a ghost

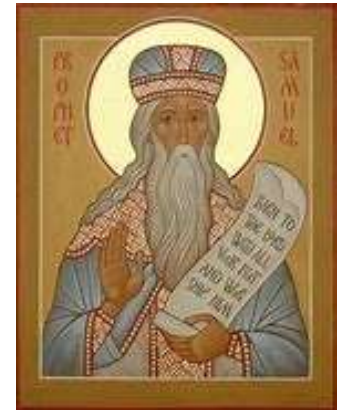


Vocabulary

* Prophet

* NOUN

a person regarded as an inspired teacher or proclaimer of the will of God



Vocabulary

- * Sacrifice

- * NOUN

an act of slaughtering an animal or person or surrendering a possession as an offering to a deity.



Week 5 Thursday

- * Learning Outcome / Objective
- * I can recognise and use different poetic terms.

The Land of the Dead

Home is what a gull cries for
Over rough seas,
Nothing worse than wandering,
Tempting smells on the breeze.

We sail further North,
Breath curls from our lips,
A wall of fog rises,
The mast and sail rips.

The prow hits a sandbank,
So uneasily we walk,
Colour bleeds from our skin,
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Blood spills from our mortal sacrifice,
To the blind prophet we put our faith.

We have angered the gods,
The vision needed is said,
Appears the dead face of my mother,
And from that, I then fled.

Poetry

There are many different types of poem. Do you know any of these?

acrostic

sonnet

epic

blank verse

simile

colour

tetractys

pantoum

diamante

ballad

haiku

echo verse

limerick

renga

kenning

riddle

shape

cinquain

ode

free verse

tyburn

senryu

lyric

tanka

Adjective Poetry

Adjectives are describing words. They are used in poetry to create many different effects and visual pictures to the reader. The adjectives can be used for a more in-depth description of a noun, or they can be used to add more excitement and attention within a line or verse.

Some examples of effective adjectives:

Roaring roads,

Noisy cars,

Beaming headlights,

Tall streetlamps,

Dark, cold night.

Using Assonance

Assonance can also be identified as a 'vowel rhyme'. It is when a pattern or similar sounds within a poetry line are repeated. Assonance is used in poetry in order to create many different effects. It creates a form of rhyme not just within a verse, but within a whole line.

Examples of assonance within poems:

I **saw** an iron **ore** next to the sh**ore**. (uses 'aw', 'or', and 'ore')

I said 'H**ey**, I want the tr**ay** for T**ay**lor the sa**il**or'. (uses 'ey', 'ay' and 'ai')

I **see** my mum when she sw**ee**ps and cle**ea**ns the str**ee**ts. (uses 'ea' and 'ee')

Couplet Poetry

A couplet is a pair of lines. These two lines typically rhyme together. They are also the same length due to same number of syllables present.

Couplets are used in poetry in order to create a rhyming flow.

Some examples of couplets within poems:

It's hard to see the butterfly,
As it flies across the night sky.

I made the biscuits one by one,
I'm waiting for the bell, they're done.

Lightning, thunder all around,
So much rains falls to the ground.

Using Onomatopoeia

Onomatopoeia is when a word imitates its natural sound, or suggests the sound a certain object makes. It is used in poetry to create a sound effect to make the description more expressive and interesting.

Some examples of onomatopoeia:

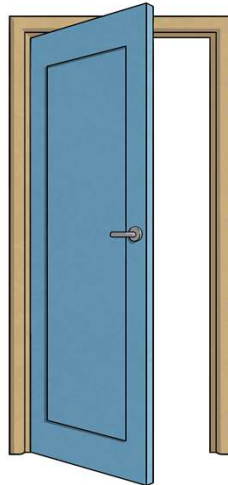
bang

crash

pop

smash

drip



buzz

tick tock

whoosh

wham

pow

Using Repetition

Repetition is when a certain word, sentence or phrase is written more than once in a poem.

Repetition is used in poetry to help make the poem more interesting, and to help create patterns. Depending on the word or phrase that is repeated, repetition allows for more emphasis to be placed on certain themes, ideas or objects.

Some examples of where repetition can be used in poetry:

Using a refrain in a poem. This is where a verse or phrase is repeated during different stages of a song or poem.

Using a chorus in a poem. This is where a verse or phrase is repeated following each verse within a song or poem.

In an echo poem, the last word of each line can be repeated as a response in the next line.

Alliteration

Alliteration is when the sound or letter at the beginning of each or most of the words in a sentence is the same.

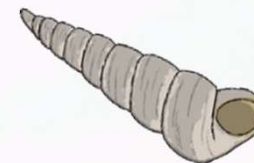
Alliteration is used in poetry to create many different effects. It can be used to create a greater and more interesting description of different themes, people and objects.

Some examples of alliteration:

Sally sells sea shells by the sea shore.

All authors allow authority after midnight.

Theresa tripped and tumbled tremendously over the tree.



Rhyme

Rhyme occurs when two words sound the same when spoken out loud. These words usually have the same ending sounds, however they don't need to be spelt the same.

Rhyme is used in poetry to create something interesting to read. It is used to create a pattern within a poem.

Some examples of rhyme:



**Fright and night
Would hood
Should could
Hail and pale
Male and stale
Air and fare
Two and do
Day and sway
Pause and claws
Bears and stairs**

Simile

A simile is a figure of speech. It is when one thing is compared to another using the words 'like' or 'as'.

Similes can be as descriptive as the writer chooses.

Similes are used in poetry to give the reader a more descriptive and in-depth understanding about a particular object or person.

Some examples of simile:

As busy as a bee – This is comparing someone's level of energy to the speed of a bee.

As snug as a bug in a rug – This is comparing someone who is very cosy to how comfortable a bug would be in a rug.

Runs like a cheetah – This is comparing the speed that someone can run to the speed of a cheetah which is quite fast.

As white as a ghost – This is comparing a person's skin colour to a ghost, usually because they are frightened, sick or scared of something.

Stanza

A stanza is a group of lines gathered together by rhythmical pattern and meter. A stanza with four or more lines can be referred to as a verse. The length and pattern of a stanza decides what type of poem it is. Stanzas are made by leaving a blank space before and after it.

Two lines = Couplet

Three lines = Tercet

Four lines = Quatrain

Five lines = Cinquain

Stanzas are used in poetry to provide structure and form.

Some examples of stanzas:



I love to dance,
I love to prance.
What my heart would do,
But be sad and blue,
If I could not dance.

First Stanza

Dancing feels nice,
But it come at a price.
Dancing tutus and shoes
My gosh you can't lose!

Second Stanza

POETRY TERMS



line - a single line in a poem

stanza - the "paragraph" in a poem

rhyme - words that have the same ending sounds

simile - compares two things using words "like" or "as"

metaphor - comparison saying one thing IS another

alliteration - repetition of the same beginning sound

hyperbole - an exaggeration

idiom - phrase with hidden meaning

sensory details - describing using five senses

Look closely at our model text.

- * Can you find examples of these poetic forms in The Land of the Dead?
- * How effective are the forms you have found?

Week 5 Friday

- * Learning Outcome / Objective
- * I can collaborate.
- * I can share ideas.

The Song of the Spheres

- * 3 verses – in stanzas
- * Verse 1 – approaching the sirens
- * Verse 2 – hearing the song
- * Verse 3 - escaping

The Song of the Spheres

Verse 1

Current carries you to them / sheer column of rock / smooth
and polished / thick smoke / wind failed / enchanted region of
Sirens

The current carries you to them,
Past sheer columns of rock,
When the winds fail you,
To the Sirens you can't block.

The Song of the Spheres

Verse 2

Heaps of bones / vulture / head of woman / beating swan's
wings / sea on shingle / moan of the wind / my wife singing /
harmony

A vulture sits atop heaps of bone,
The head in harmony singing,
Like the soft moan of the wind,
Death is what it is bringing.

The Song of the Spheres

Verse 3

Sail filled again / safe / untied / regain composure / more
dangerous straits

Men with wax for ears,
Ignoring my plea,
Row on past the dangers,
Safe as we flee.

Week 6 Monday

- * Learning Outcome / Objective
- * I can plan my poem.

Pick a chapter from the book.

- * Discuss the number of verses and what is going to be the focus of each verse.
- * Draw a picture to show this.
- * Find phrases and lines to write onto your pictures from the chapter.
- * Think about words that may be useful to rhyme at the end of lines 2 and 4 of each stanza.
- * Share your plan and ideas with a partner.
- * Give your partner feedback on their plan.

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can begin to write my poem effectively from my plan.

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can edit and improve my poetry.
- * I can write my poem in stanzas with rhymes.

Week 6 Thursday

- * Learning Outcome / Objective
- * I can perform my poem.
- * I can evaluate the performance of others.

Week 6 Friday

- * Learning Outcome / Objective
- * I can evaluate my learning.

Odysseus

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

