



**YEAR: Year 10**

**Unit/Topic: Mahabharata 1**

**Duration: 6 weeks**

Week				
	<p><b>Key Concept/Learning Objectives WHY</b> Genitive Case. Krsna story - Putana</p>	<p><b>Range of Teaching and Learning Activities HOW</b> Declining masculine nouns into the genitive case. Translating sentences with the genitive case.</p>	<p><b>Range of Resources WHAT</b> Krsna book 2</p>	<p><b>AFL Activity</b> Peer marking in green of starter activities. Marking of translation work as a class and marking in green and making corrections of work. Homework marked and feedback given back to pupils on what is expected. End of unit assessment and run through of paper and identifying mistakes to avoid in the future.</p>
1	<p><b>Differentiation</b> Differentiation of translation work. Tables of declination given. Translation of text to have clues to help chd. Differentiation of Devanagari and transliteration</p>	<p><b>Literacy/Numeracy</b> Agreement of nouns with adjectives. Gender agreement – masc, fem and neut. How to use the cases correctly and to translate verbal sentences</p>	<p><b>Cross Curricular Opportunities</b> Art, English language,</p>	<p><b>School Values/Ethos</b> Showing respect to teacher and other students when speaking by r talking over. Behaviour books are given to students to record good a bad behaviour. The pupils leave the setting as the first came, with desks tidy and no litter on the floor. All sheets and B text in a neat pile. Good behaviour for learning so th the pupils are able to get the most from a lesson. Gratitude shown when provided w equipment or knowledge.</p>
2	<p><b>Key Concept/Learning</b></p>	<p><b>Range of Teaching and</b></p>	<p><b>Range of Resources WHAT</b></p>	<p><b>AFL Activity</b></p>

	<p><b>Objectives WHY</b></p> <p>Locative Case</p>	<p><b>Learning Activities HOW</b></p> <p>. Declining nouns into the loc case. Use of it in a sentence. Translation work using the loc case.</p>	<p>Krishna Book 2</p>	<p>Peer marking in green of starter activities.</p> <p>Marking of translation work as a class and marking in green and making corrections of work.</p> <p>Homework marked and feedback given back to pupils on what is expected.</p> <p>End of unit assessment and run through of paper and identifying mistakes to avoid in the future.</p>
	<p><b>Differentiation</b></p> <p>Differentiation of translation work. Tables of declination given. Translation of text to have clues to help chd. Differentiation of Devanagari and transliteration</p>	<p><b>Literacy/Numeracy</b></p> <p>Phonics, writing practice. Case agreement. Use of cases. Grammatical analysis of words.</p>	<p><b>Cross Curricular Opportunities</b></p> <p>English, phonics.</p>	<p><b>School Values/Ethos</b></p> <p>Showing respect to teacher and other students when speaking by r talking over. Behaviour books are given to students to record good a bad behaviour.</p> <p>The pupils leave the setting as the first came, with desks tidy and no litter on the floor. All sheets and B text in a neat pile.</p> <p>Good behaviour for learning so the the pupils are able to get the most from a lesson.</p> <p>Gratitude shown when provided w equipment or knowledge.</p>

3	<p><b>Key Concept/Learning Objectives WHY</b></p> <p>Chapter 1 Dhatus – roots – transformation of verbal roots into verb, present, future and past, into nouns, absolutes.</p> <p>Story 1 – A strange wife p 20.</p>	<p><b>Range of Teaching and Learning Activities HOW</b></p> <p>Looking at verbal forms, - present, past and future. Verbal forms as nouns and absolutes.</p>	<p><b>Range of Resources WHAT</b></p> <p>Mahabharata book 1</p>	<p><b>AFL Activity</b></p> <p>Peer marking in green of starter activities.</p> <p>Marking of translation work as a class and marking in green and making corrections of work.</p> <p>Homework marked and feedback given back to pupils on what is expected.</p> <p>End of unit assessment and run through of paper and identifying mistakes to avoid in the future.</p>
	<p><b>Differentiation</b></p> <p>Differentiation of translation work. Tables of declination given. Translation of text to have clues to help chd. Differentiation of Devanagari and transliteration</p>	<p><b>Literacy/Numeracy</b></p> <p>Phonics, English, writing, adjectival agreement. Parsing.</p>	<p><b>Cross Curricular Opportunities</b></p> <p>English</p>	<p><b>School Values/Ethos</b></p> <p>Showing respect to teacher and other students when speaking by r talking over. Behaviour books are given to students to record good a bad behaviour.</p> <p>The pupils leave the setting as the first came, with desks tidy and no litter on the floor. All sheets and B text in a neat pile.</p> <p>Good behaviour for learning so th the pupils are able to get the most from a lesson.</p> <p>Gratitude shown when provided w equipment or knowledge.</p>
4	<p><b>Key Concept/Learning Objectives WHY</b></p> <p>Chapter 2 Rivers</p> <p>Paradigms of Hari and guru</p> <p>Story 2 – Ganga kills the sons of Santanu</p>	<p><b>Range of Teaching and Learning Activities HOW</b></p> <p>Declension of l and u stems masc sg, dual and pl Chd able to decline the l and u stem masc nouns into sg, dual and pl numbers. They understand the use of the cases and can apply the</p>	<p><b>Range of Resources WHAT</b></p> <p>Mahabharata 1</p>	<p><b>AFL Activity</b></p> <p>Peer marking in green of starter activities.</p> <p>Marking of translation work as a class and marking in green and making corrections of work.</p>

		declension in translating sentences.		Homework marked and feedback given back to pupils on what is expected. End of unit assessment and run through of paper and identifying mistakes to avoid in the future.
	<p style="text-align: center;"><b>Differentiation</b></p> <p>Differentiation of translation work. Tables of declination given. Translation of text to have clues to help chd. Differentiation of Devanagari and transliteration</p>	<p style="text-align: center;"><b>Literacy/Numeracy</b></p> <p>English, writing, reading. Parsing.</p>	<p style="text-align: center;"><b>Cross Curricular Opportunities</b></p> <p>English.</p>	<p style="text-align: center;"><b>School Values/Ethos</b></p> <p>Showing respect to teacher and other students when speaking by r talking over. Behaviour books are given to students to record good a bad behaviour.</p> <p>The pupils leave the setting as the first came, with desks tidy and no litter on the floor. All sheets and B text in a neat pile.</p> <p>Good behaviour for learning so the the pupils are able to get the most from a lesson.</p> <p>Gratitude shown when provided w equipment or knowledge.</p>

	<p><b>Key Concept/Learning Objectives WHY</b></p> <p>Paradigm of mati Chapter 3 Feminine declension Paradigm of r ending nouns masculine and fem Declension of sah, sa, tat Story 3 The Fisherman King's daughter</p>	<p><b>Range of Teaching and Learning Activities HOW</b></p> <p>Declension of fem I ending Pronouns declension</p>	<p><b>Range of Resources WHAT</b></p> <p>Mahabharata 1</p>	<p><b>AFL Activity</b></p> <p>Peer marking in green of starter activities.</p> <p>Marking of translation work as a class and marking in green and making corrections of work.</p> <p>Homework marked and feedback given back to pupils on what is expected.</p> <p>End of unit assessment and run through of paper and identifying mistakes to avoid in the future.</p>
5	<p><b>Differentiation</b></p> <p>Various sheets to help decline nouns into the cases. Translation of text with guided help. Tasks to ensure every child understand the use of the cases.</p>	<p><b>Literacy/Numeracy</b></p> <p>English, writing, parsing.</p>	<p><b>Cross Curricular Opportunities</b></p> <p>English, writing, phonics, art</p>	<p><b>School Values/Ethos</b></p> <p>Showing respect to teacher and other students when speaking by r talking over. Behaviour books are given to students to record good a bad behaviour.</p> <p>The pupils leave the setting as the first came, with desks tidy and no litter on the floor. All sheets and B text in a neat pile.</p> <p>Good behaviour for learning so the the pupils are able to get the most from a lesson.</p> <p>Gratitude shown when provided w equipment or knowledge.</p>
6	<p><b>Key Concept/Learning Objectives WHY</b></p> <p>Chapter 4 Declension of kim kah and ka Story 4 – Bhisma's vow</p>	<p><b>Range of Teaching and Learning Activities HOW</b></p> <p>Declension of interrogative pronoun and the use of them. Story</p>	<p><b>Range of Resources WHAT</b></p> <p>Krishna Book 2</p>	<p><b>AFL Activity</b></p> <p>Peer marking in green of starter activities.</p> <p>Marking of translation work as a class and marking in green and making corrections of work.</p> <p>Homework marked and feedback</p>

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	<p><b>Differentiation</b></p> <p>Differentiation of translation work. Tables of declination given. Translation of text to have clues to help chd. Differentiation of Devanagari and transliteration</p>	<p><b>Literacy/Numeracy</b></p> <p>English, writing, parsing.</p>	<p><b>Cross Curricular Opportunities</b></p> <p>English, writing, phonics, art</p>
			<p><b>School Values/Ethos</b></p> <p>Showing respect to teacher and other students when speaking by r talking over. Behaviour books are given to students to record good a bad behaviour.</p> <p>The pupils leave the setting as the first came, with desks tidy and no litter on the floor. All sheets and B text in a neat pile.</p> <p>Good behaviour for learning so th the pupils are able to get the most from a lesson.</p> <p>Gratitude shown when provided w equipment or knowledge.</p>