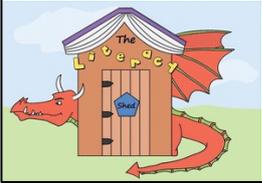
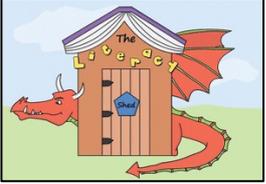
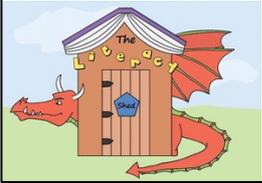
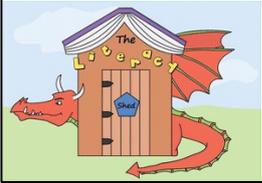
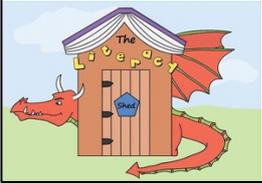


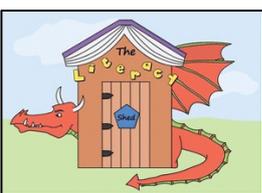
<p>Year: 4</p> <p>Resources: 1a, maps of the world</p>	<p>Lesson objective: I am learning to make inferences about characters, based on what I have read.</p>		
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>	<p>Lesson Number: 1</p>		
<p>Hook into Session/Opening Activities</p>	<p>Show pupils the front cover and the title of the book and ask if they think it is possible to 'bike the world'? Would pupils like to undertake this adventure? If so why? If not, why not? Ask children to predict how long that they think this would take and why. How could it be achieved? Read the blurb and point children's attention to the final paragraph and how this novel is actually based on the author's own experiences. Read pages 9 and 10 and ask children why they think that the book begins in this way (with details of one of the narrator's adventures in Africa) instead of at the start.</p>		
<p>Lesson Input</p>	<p>Read pages 13 -23 and pause to take children's opinions about the following: his friends and teacher's reaction to his idea; his family's reaction to his idea – would their own parents react in the same way? What do they think motivates him to want to go? Working in mixed ability pairs, ask children to make a list of things that they think they would need to take around the world if they were travelling by bike, giving reasons for each one. Remind children that they only have a bike so wouldn't be able to take too much! Hear some of children's ideas and then compare this to Tom's list on pages 24-25. What are the similarities and differences? Has Tom missed something out that children think he should take? Are there any surprises? Read up to page 28.</p>		
<p>Independent Activities</p>	<p>Simplify: Using Resource 1a, ask children to think about how Tom may be feeling, thinking and what he may say as he sets off on his trip around the world. Discuss the differences between these e.g. you don't always say what you are feeling. Why not? Why might Tom keep his feelings hidden from his family? Fill in Resource 1a thinking about the differences between these.</p>	<p>Expect: Explain that the chapter called 'Which Way to Africa?' doesn't end with a diary account from Tom. Ask children to write a short ending to this chapter from Tom's point of view explaining his feelings about the start of his adventure. Challenge: children could include details about Tom's reaction to his friends/family/teacher's reactions.</p>	<p>Extend: Ask children to write a short diary entry from the point of Tom's mother or father about him setting off on his adventure around the world. Ask children to think about their reactions and also point their attention to the illustration on page 26 – what fears/worries would they also have?</p>
<p>Plenary</p>	<p>Watch the following clip- https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-alastair-humphreys-cycling-as-an-adventurer/z6v4wtv <i>*please remember to check all web pages and clips carefully before sharing with children</i>, (the author discussing his own adventures). Discuss the images and Alastair's words. Do children think it would be easier or more challenging to write a book based on something that they've experienced? What adventures do they think that Tom will have on the way based on what they've just heard from the author?</p>		
<p>Further Teaching Points</p>	<p>Before Lesson 2, read up to page 55. Give children an A3 map of the world (if teachers prefer, children could be given the map in sections e.g. UK and Africa map for Part 1/Americas Part 2/Asia Part 3. Explain that as they read the book, they should mark on the places that Tom visits and mentions. They may annotate their maps to make notes of events/ people/adventures that Tom has in these places. Make a question section on a working wall so that children can add questions about any of the places visited/natural phenomenon/animals etc. that Tom encounters. These can be used later in the unit when looking an explanation texts.</p>		

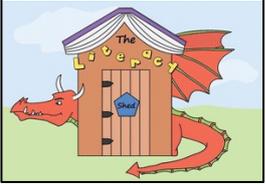
<p>Year: 4</p> <p>Resources: 2a, 2b, copies of book, whiteboards and pens</p>	<p>Lesson objective: I am learning to understand the difference between first, second and third person.</p> 		
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>	<p>Lesson Number: 2</p>		
<p>Hook into Session/Opening Activities</p>	<p>Give children copies of the book and ask them to look at the layouts of the chapters. Look at how the chapters begin with a third person narrative and then turn into a first person account- diary entry- from Tom. What is the impact of this? How does having two voices help with telling the story of Tom's adventures? Hand out Resource 2a – first/second/third person- and read through. Which different 'persons' is the book told through? Can children think of when it would be appropriate to use second person and give an example?</p>		
<p>Lesson Input</p>	<p>Ask students to divide their whiteboards up into three columns: 1st person/2nd person/3rd person. Select one pupil to act out an everyday classroom activity but as they do so, explain the process in a sentence, in first person. Scribe this onto the class board. Ask children to rewrite this sentence into 2nd and 3rd person on whiteboards. Share some of the responses and address any misconceptions. Repeat. As an extra challenge, ask for a volunteer to carry out a process and then ask for another children to narrate this in second or third person. Other children to write in other persons on whiteboards. Read chapter 'Tom and Mummy' up to page 59.</p>		
<p>Independent Activities</p>	<p>Simplify: Ask children to use Resource 2b (written in third person) and rewrite this into first person, as Tom. Encourage children to highlight nouns and pronouns to help them to do this.</p> <p>Challenge: using the last part of page 58 and page 59, extend first person account further.</p>	<p>Expect: Ask children to reread pages 57-59 again (the third person part of the chapter) and to imagine that they are Tom writing a postcard about this part of the journey to send back home. Which parts are important? Write Tom's postcard in first person. Remind children to write feelings in their postcard.</p>	<p>Extend: Ask children to think about the second part of the chapter 'Tom and Mummy' that they haven't read yet. Remind them that this part is written in first person as Tom. Based on the first part of the chapter that they have just read, what do children think that he would write? Children write this part of the chapter in first person as Tom.</p> <p>Challenge; ask children to check their work to ensure there is not too much repetition of nouns and pronouns in their writing.</p>
<p>Plenary</p>	<p>Read to the end of the chapter 'Tom and Mummy', page 61, and ask the Extend group to compare their versions with the one actually written. Using maps of the world/Africa, ask children to annotate these with what has happened to Tom so far.</p>		
<p>Further Teaching Points</p>	<p>Depending on simplify group's ability. Teachers may wish to highlight nouns and pronouns on Resource 2b for children. If teachers don't want children to have their own, individual maps of the world, a large world class map could be used instead. Post it notes or map pins, pieces of string and labels could be used to track Tom's journey.</p>		

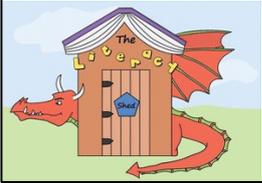
<p>Year: 4</p> <p>Resources: 3ai, 3aii, 3b, 3c, different coloured pens, whiteboards and pens, thesauruses</p>		<p>Lesson objective:</p> <p>I am learning to expand noun phrases using adjectives and preposition phrases.</p> 	
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback Edition: ISBN 978-1-903070-75-8</p>		<p>Lesson Number: 3</p>	
<p>Hook into Session/Opening Activities</p>	<p>Turn back to page 25 and look at the map of Africa and the places that Tom has noted down. Have children heard of any of these places? What do they know about Africa? Make a spider diagram of their thoughts for a working wall. What kind of people, animals and adventures do children think that Tom will encounter in Africa? Add these to the spider diagram. Hand out, or display, the images on Resources 3ai and 3aii, of different African landscapes/landmarks. Do any of the images surprise children in terms of seeing things that they didn't expect to see? By looking at these images, what adventures/dangers do they think Tom will come across on this part of the journey? Read from pages 63- 71.</p>		
<p>Lesson Input</p>	<p>Hand out Resource 3b and read through with children, ensuring that they understand the grammatical terms encountered. Ask children to return to some of the images on Resources 3ai and 3aii that interest them and annotate around these using different colours to write a noun phrase, adjectives to describe this and a preposition phrase. If children understand how to use a thesaurus, hand these out for children to improve their choice of adjectives. Ask children to read out a noun phrase with matching adjectives and preposition phrase, and model how to write this up into a fully formed sentence. Experiment with changing word order e.g. <i>In the shadow of the looming pyramid, a tired Tom lounged contentedly to Contentedly, a tired Tom lounged in the shadow of the looming pyramid or A tired Tom lounged in the shadow of the looming pyramid contentedly.</i> Discuss the difference between these three sentences and which ones sound more appealing and why. Ask children to identify the different word classes used to begin each sentence. Which person is this written in? (Third person).</p>		
<p>Independent Activities</p>	<p>Simplify: Ask pupils to choose one of the images from Resources 3ai and 3aii. Give children a copy of Resource 3c as a planning sheet to complete (you may decide to complete this together as a group and then model how to use it to write sentences from). Using a range of noun phrases improved through the use of adjectives and preposition phrases, write a description of this image using a range of sentences.</p>	<p>Expect: Ask children to choose one the images from Resource 3ai or 3aii that really interest them, and using a range of noun phrases improved through the use of adjectives and preposition phrases write a description of this image in third person. Use a range of senses in their writing. Challenge: improve some sentences by looking at word order. Change the order of words so that sentences begin in a range of ways e.g. with prepositions, nouns, adjectives etc.</p>	<p>Extend: As in 'Expect' group.</p> <p>Challenge: choose whether to write in third or second person.</p>
<p>Plenary</p>	<p>Ask for any volunteers from the extend group, who wrote in second person, to read theirs out. What is the impact of this? Do children think that second or third person descriptions sound more effective for this type of writing? Why? Challenge children to justify and debate their answers.</p>		
<p>Further Teaching Points</p>	<p>Children should be given plenty of opportunities, even short, daily bursts, to play around with the order of words in sentences. Encourage children to identify different word classes within these sentences.</p>		

<p>Year: 4</p> <p>Resources: 4a, 4b, copies of book, whiteboards and pens, highlighters</p>	<p>Lesson objective:</p> <p>I am learning to write a diary entry.</p> 		
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>	<p>Lesson Number: 4</p>		
<p>Hook into Session/Opening Activities</p>	<p>Explain to children that they will be hearing about the next stage of Tom’s adventure through Africa. Look at the title of the next chapters on pages 73/77- Sand and Sudan/Into Ethiopia. Referring back to images of Africa from yesterday, ask children to discuss what hardships and adventures he may encounter. Locate Sudan and Ethiopia on a map of Africa. Hand out Resource 4a. Explain that as they listen to the chapters/follow them in their own copies of the book, they should make notes about what Tom encounters underneath the headings on this resource (challenges, words/phrases to describe landscapes/highlights/people encountered/emotions). Begin to read page 73. Point children’s attention to the opening sentences on the second paragraph – ‘<i>Silence. Heat. Flat, hot silence in all directions.</i>’ Ask children what the impact of these short, snappy sentences are. Can they think of other words that could substitute them? Experiment with this. Read on to page 87.</p>		
<p>Lesson Input</p>	<p>Ask children to share some of the notes that they have taken on Resource 4a. Explain that they are going to be using these to write a diary entry as Tom, about this section of his adventure. Stress that they don’t have to include every single event but should focus on those which really stuck in their minds. Discuss which the children that would make for an exciting diary entry and why? You may choose to collect some of the vocabulary that children use during this discussion. Stress that the choices may be different for every child. Remind children about their sentence work from yesterday and encourage them to use improved noun phrases in their work today. Display Resource 4b- diary checklist and read through with children.</p>		
<p>Independent Activities</p>	<p>Simplify: Write a diary entry as Tom about his Sudan or Ethiopian leg of his journey. Adult support can be used to help with structure and to talk through ideas.</p> <p>Challenge: use some of the words/phrases collected from the book on Resource 4a, in their diary entries.</p>	<p>Expect: Write a diary entry as Tom about the Sudan/Ethiopian leg of his journey. Use Resource 4b to check that correct features have been used. Challenge – can children add short, snappy sentences into their work for impact?</p>	<p>Extend: Write a diary entry as Tom about the Sudan/Ethiopian leg of his journey. Use Resource 4b to check that correct features have been used. Challenge – In the book, Tom’s diary has a section of facts. Can children include this feature at the end of their diaries? Explain to children that for the purpose of this piece of writing, it is fine to make up any unknown details.</p>
<p>Plenary</p>	<p>Ask children to highlight any examples of noun phrases expanded with adjectives or preposition phrases within their work. Can any of these sentences be improved by changing the word order? Ask children to highlight, using a different colour, the references to feelings and emotions within their diaries. Share some examples across the class of detailed referenced to feelings and emotions and also examples where one word or short clause is used to express this. Can children use ideas from the class to add more of these references to their writing?</p>		
<p>Further Teaching Points</p>	<p>As an extension activity in an extra session, teachers may want to ask children to write a diary entry from one of the children in Ethiopia that Tom encounters or Abai/a member of his family. This would give children the opportunity to explore different viewpoints.</p>		

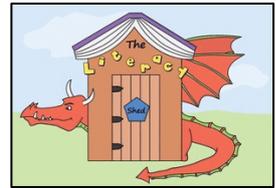
<p>Year: 4</p> <p>Resources: 5a, 5b, 5c, whiteboards and pens</p> <p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>	<p>Lesson objective: I am learning to use impersonal language.</p>  <p>Lesson Number: 5</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Write the word 'personal' on the board and ask children for its definition. Add the prefix 'im' to the word in a different colour. Ask children if they know the meaning of this prefix and how this changes the definition of personal. Explain that when impersonal language is used in speaking or writing, a person's own feelings aren't discussed/written about. Compare this to yesterday when writing in first person and how important it was to include feelings. Write a personal sentence such as 'I found out that coffee is the most popular drink in Ethiopia.' On the board and ask children if they can turn this into an impersonal sentence. Remind children about their work on pronouns and explain that impersonal sentences don't include personal pronouns. If children are struggling, give them the following sentence openers to help: <i>It is said that...'</i> <i>It is believed that...'</i> <i>It is thought that...'</i> <i>It is known that...</i> Write the following sentence on the board-. Eating with your left hand is rude in Ethiopia. Can children turn this into a personal sentence? Can children give some examples of how to use impersonal language?</p>		
<p>Lesson Input</p>	<p>Ask children to use whiteboards to write some personal opinions about Tom's journey, by bike, around the world e.g. I believe that Tom is extremely brave to attempt this journey. Model how to turn this into an impersonal sentence e.g. It is commonly believed that Tom is extremely brave to cycle around the world. What changes have been made? Can children identify that there are no personal pronouns such as I, me, we, our, he, his? Look at the start of the changed sentence. Share Resource 5a to clarify main points.</p> <p>Write a mixture of impersonal and personal sentences on the board. Ask children to identify which are the personal and the impersonal sentences. They must justify their opinions using correct grammatical vocabulary such as personal pronouns, present tense etc.</p>		
<p>Independent Activities</p>	<p>Simplify: Adult supported activity. Use Resource 5b to change sentences from a personal to impersonal style.</p>	<p>Expect: Use Resource 5b to change sentences from a personal to impersonal style. Once changed, this could be written up as a description of this part of Tom's journey through Africa. Challenge: add to their description using an impersonal voice.</p>	<p>Extend: Use Resource 5c, which has been written in the personal voice, to highlight necessary changes and rewrite into an impersonal style.</p> <p>Swap with a partner to check. Partners to highlight any uses that have been missed of personal words or phrases. Edit and improve.</p>
<p>Plenary</p>	<p>Give pupils different scenarios and ask them to write a sentence to show if a personal or impersonal style is best. For example: explaining why there is day and night; an advert in a newspaper for a new toy; a teacher asking a class to tidy away; a warning about the dangers of travelling through a desert.</p>		
<p>Further Teaching Points</p>	<p>*Resource 9a provides a direct comparison between a personal and an impersonal explanation text. This could be looked at alongside other supporting resources to help children generate their impersonal sentences. Look at pupils' work to ascertain which children have struggled with this lesson so support can be given during lessons 7 and 8. Try to revise the impersonal style in other lessons - writing a scientific explanation or work completed in Geography e.g. writing a guide to a location studied.</p>		

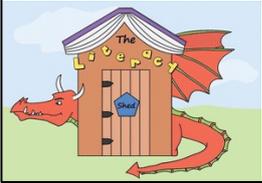
<p>Year: 4</p> <p>Resources: 6a, 6b</p>	<p>Lesson objective: I am learning to write a set of instructions.</p> <p>Lesson Number: 6</p>		
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Explain to children that over the next few sessions, they will be looking at instructional (procedural) and explanation texts. Ask children to think about what they have covered so far in this unit and what skills they think that they will need to write a set of instructions. Look at Tom’s instructions for making a banana sandwich on page 43. Highlight the opening words for these instructions and ask children what type of words that they are (imperative verbs). Also point children’s attention to how Tom hasn’t used the word ‘you’ in any of his instructions. Discuss how both instructions and explanations need to assume that the reader knows nothing about the subject. Pick a procedure in the classroom such as lining up for assembly or sharpening a pencil. Show children a signifier, meaning that only the person holding this - can speak. Give the first instruction verbally for the chosen procedure and then choose another child by passing the signifying onto them; they must then continue with the next instruction. Repeat until the last instruction has been given. Stress that children must listen carefully to the person before so that information isn’t repeated. Encourage children to try and begin with an imperative verb. Can any use the impersonal voice? Repeat with another simple procedure.</p>		
<p>Lesson Input</p>	<p>Demonstrate to the children (or invite a visitor to demonstrate) how to fix a punctured tyre. Alternatively, you could play a clip of someone teaching this skill e.g. www.google.com/search?source=hp&ei=fepVX7ujta7lwTAwrSIBQ&q=how+to+fix+a+puncture+on+a+bike&ox=how+to+fix+a+puncture+on+a+bike&gs_lcp=CgZwc3ktYWIQAziCCAAyAggAMglIADiGCAAQFhAeMgYIABAWEB4yBggAEBYQHjIGCAAQFhAeMgYIABAWEB4yBggAEBYQHjIGCAAQFhAeOggIABCxAXCDAToLCC4QsQMxwEQowI6BQgAELEDQggILhDHARCjAjoCCCSQ9pYoWOLXGDrzChoAHAeAOAAZsDIAGLLpIBcJguMTEuNC43LjGYAQCGAQGqAQdnd3Mtd2l6&sc=ps- ab&ved=0ahUKewj71a3Ky9brAhXW3YUKHUahDVEQ4dUDCAk&uact=5#kpvalbx=_G-1VX9v_A66f1fAPmoWnoAo27 <i>*Please make sure that you check the content of all websites and clips before sharing with children.</i> Ask children to listen carefully about how to fix a puncture on a bicycle tyre. Demonstrate once / watch through once and then repeat, asking children to take notes about what they would need to do in order to fix a puncture. Repeat activity from Hook In Session to ensure that children have a grasp of this procedure.</p>		
<p>Independent Activities</p>	<p>Simplify: Give children each a copy of Resource 6b. Ask them to cut out each instruction and organise them chronologically. Once organised, ask children to read through these carefully and make any necessary improvements. Challenge: add an introduction to the instructions and an equipment list.</p>	<p>Expect: With adult support. Using their notes taken during the lesson input session, write a short set of instructions detailing how to fix a puncture in a bicycle tyre. Encourage children to use imperative verbs to begin sentences and to include a short introduction to the set of instructions. Challenge: can children edit their instructions so there is an impersonal tone?</p>	<p>Extend: As in ‘Expect’ but completed independently / in discussion with a partner.</p>
<p>Plenary</p>	<p>Would children feel comfortable in fixing a tyre puncture now? You could challenge the class to work together to give you the necessary instructions required so that you can fix a tyre in front of them (or if you have demonstrated this to them, can they instruct a guest adult?)</p>		
<p>Further Teaching Points</p>	<p>Before Lesson 7, read pages 89-97 Children should be used to writing instructions in years prior to Y4 so should be familiar with the features of this type of writing. Teachers should focus on advancing these skills through asking children to write a short introduction and using an impersonal tone. This can be developed for the extend group when writing explanation texts – instructions can be included in these. Resource 6a is a set of instructions that could be used by teachers.</p>		

<p>Year: 4</p> <p>Resources: 7a, 7b, 7c, 7d, internet access</p> <p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback Edition: ISBN 978-1-903070-75-8</p>	<p>Lesson objective:</p> <p>I am learning to identify the features of an explanation text.</p>  <p>Lesson Number: 7</p>		
<p>Hook into Session/Opening Activities</p>	<p>Explain to children that over the next couple of days they will be looking at how to write an explanation text in preparation for writing their own. Discuss with children how an explanation is a type of non-fiction writing that explains a process (such as how something works or why something happens). The main difference between these and instructions are that explanations are describing something, but instructions are telling someone what to do. Hand out copies of Resources 7a and 7b. Working in mixed ability pairs, read through these explanation texts. Ask children to think about everything that they have covered so far in this unit and what features they notice (impersonal style/third person). Can they spot anywhere on Resource 7a where instructions could have also been used within the explanation? Ask children to come up with a list of features they think that they will need for writing an explanation text.</p>		
<p>Lesson Input</p>	<p>Compare children's list of features to those on Resource 7c. Using this resource, ask children to annotate either Resource 7a or 7b with these features. Set half of the pairs the task of collecting conjunctions from Resource 7a and the other half from Resource 7b. Collect these in a shared chart. Can children find any examples of prepositional phrases?</p> <p>Display a list of questions that children could find the answers to and possibly write an explanation text about – link these to the book e.g. Why are days and nights the same length on the equator? How do camels survive in the desert? Why is the Nile important to the people of Egypt? Why do bananas give you energy? Questions collected throughout the unit on the working wall could also be used. Discuss why these would be written as explanations and not instructions.</p>		
<p>Independent Activities</p>	<p>Simplify:</p> <p>Use Resource 7d. Match explanations with questions. Now: do any of these answers have a personal response? Rewrite these onto into an impersonal style. Remember not to use personal pronouns or the word 'you'.</p>	<p>Expect:</p> <p>Differentiated by outcome. Set children off to research and find out the answer to one of the questions from the Input session. Once the answers have been found, compose a short explanation.</p> <p>Challenge: use explanation checklist to add additional features.</p>	<p>Extend:</p> <p>Differentiated by outcome. Set children off to research and find a range of answers to some of the questions from the lesson input session. Compose a short explanation. Use explanation checklist to add additional features.</p>
<p>Plenary</p>	<p>Stress to children that explanations assume that the reader knows nothing about what is being explained. Ask them to imagine that an alien from another country wants to know a fact about planet Earth and they know nothing about our planet. Ask children from the Expect and Extend groups to share one of their explanations. Encourage children to use impersonal language. Ask the simplify group to share one answer they've turned into an impersonal voice.</p>		
<p>Further Teaching Points</p>	<p>For independent work, teachers may wish to partner children into mixed ability pairs so that they all have the opportunity to research answers and explain these. In shared and guided reading sessions, make plenty of explanation texts available to children to explore structural and language features. Examples of these could be collected in note books or on working walls. Also ask children to look at the different designs of some of these texts. Explanation texts could be ordered in rank of most effective. Technical vocabulary could be collected from Resource 7a as some of this language could be useful in children's explanation texts.</p> <p>You may be interested to share the book <i>'Tree of Life: The World of the African Baobab by Barbara Bash'</i> with the children. This gives a wonderful depiction of the importance of the tree to native wildlife.</p>		

<p>Year: 4</p>	<p>Resources: 8a, 8b, copies of books, access to computers/laptops for research, whiteboards and pens</p>		<p>Lesson objective: I am learning to use skimming and scanning skills.</p> 
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p>			
<p>Publisher and Year: Eye Books 2011</p>			
<p>Hardback or Paperback: Paperback Edition: ISBN 978-1-903070-75-8</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Hand out a copy of Resource 8a, one between two. Read through together and remind children that explanations should be written as if the person reading it knows nothing about the subject. Highlight the first sentence on the paragraph ‘How do you ride a bicycle?’ and comment on the use of impersonal language. Discuss how the words ‘the rider’ have been used instead of you. Ask children to read through the first two paragraphs and think of a suitable subheadings for these paragraphs. Introduce the words skim and scan and demonstrate what this means. Ask children to skim and scan the text. How many times does the word ‘bicycle’ appear? How many times can you spot the words pedal/peddalling? Write down the headings that children suggested for the first two paragraphs and model how to skim and scan these two paragraphs for important information. Model how to use bullet points to make notes from this by omitting unnecessary words but also ensuring that the notes can be used at a later date to rewrite into a full sentence.</p> <p>Ask children to work in partners and write their own notes for the final paragraph by omitting unnecessary words and by using bullet points. Stress that words should never be simply copied down as this is plagiarism. By taking notes and omitting unnecessary words, the sentence can then be written in the writer’s own words. Hide Resource 8a and ask children to work in partners, on whiteboards, to rewrite these notes into sentences of their own.</p>		
<p>Lesson Input</p>	<p>Explain to children that they will be writing an explanation text about how to survive in the desert. Remind them of the explanation text read yesterday, about surviving in Arctic conditions, and some of the words and subheadings used in this piece. Make a list together of possible headings that children could use. Using pages 70-71 in the book, ask children to begin to make notes underneath these headings based on what Tom has written (simplify group to begin making these notes on Resource 8b – see independent activities below).</p>		
<p>Independent Activities</p>	<p>Simplify: Ask children to access a website which provides a guide on desert survival e.g. https://www.winfieldsoutdoors.co.uk/blog/how-to-survive-in-the-desert-a-guide-that-could-save-your-life/ <i>*Please make sure that you check the content of all websites and clips before sharing with children.</i> Use Resource 8b to collect notes on. Depending on group’s ability adult support may need to be given. Explain to children that they may not find information about ‘what a desert is’ on this webpage but they can find out this information during the plenary.</p>	<p>Expect: Use given websites (e.g. those listed below) to skim and scan for information about desert survival. Organise this information beneath the headings used above in lesson input. Challenge: include headings: finding water and other information.</p>	<p>Extend: Use given websites (e.g. those listed below) to skim and scan for information about desert survival. As well as headings decided on above, include headings: <i>finding water and other information.</i> Challenge: use a dictionary to find out the meanings of unknown words and write these definitions for use in a glossary.</p>
<p>Plenary</p>	<p>Ask children to work in pairs to write a definition for the word desert on a mini whiteboard (you could model an example for e.g. ‘ocean’ first). Compare results. Now use a dictionary (this could be online) to show the class a real definition of the word and compare this result with the children’s – did the children know that the true definition is about rainfall and not temperature? Were they aware that many hot deserts are very cold at night and there are deserts which are freezing cold for most of the year? Ask children to return to and adapt their definitions, copying these onto their notes.</p>		
<p>Further Teaching Points</p>	<p>https://www.winfieldsoutdoors.co.uk/blog/how-to-survive-in-the-desert-a-guide-that-could-save-your-life/ ; http://encyclopedia.kids.net.au/page/de/Desert_survival <i>*Please make sure that you check the content of all websites and clips before sharing with children.</i> Teachers may also wish to make a selection of books about desert survival available to children alongside or instead of the webpages. Children could be encouraged to collect information at home before this lesson. Skimming and scanning techniques can be used in a range of lessons e.g. researching a famous person in history.</p>		

<p>Year: 4</p> <p>Resources: 9a, 9b, 9c, highlighters, dictionaries,</p>		<p>Lesson objective:</p> <p>I am learning to write an explanation text.</p>	
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>		<p>Lesson Number:</p> <p>9</p>	
<p>Hook into Session/Opening Activities</p>		<p>Remind children that today they will be writing an explanation text about how to survive in the desert. Hand out Resource 9a. Ask children to discuss and feedback which one is written in the most appropriate style to this task. Why? Remind them of Lesson 5. Discuss the use of impersonal language and the impact of this on the reader. Are there any words here that children want to check the meaning of? Use dictionaries to look at meanings such as ‘inhospitable’ and encourage children to collect these for use in their own work.</p> <p>Display an opening paragraph to a <i>Surviving in the Desert</i> explanation text, written in a personal style e.g. ‘Have you ever wondered what a desert is and thought about how you would survive there? There are many things that you will need to consider before setting off on your adventure. Read on to find out top tips from experts about how you can survive in the desert’. Ask children to work on whiteboards to improve this, changing to an impersonal tone.</p>	
<p>Lesson Input</p>		<p>Ask for a volunteer to share one section of their notes from their research yesterday. Display these using a visualizer or scribe children’s notes so that the class can see these. Hand out a copy of the success criteria on Resource 9b and with help from children, produce a short piece of shared writing about this paragraph. Focus on writing in present tense, use of technical vocabulary (show how this can be highlighted and used in a glossary), using subordinating conjunctions to add extra information and use of impersonal tone.</p>	
<p>Independent Activities</p>		<p>Simplify:</p> <p>Use the writing frame – Resource 9c- to write an explanation text about how to survive in the desert.</p>	<p>Expect:</p> <p>Using their research from Lesson 8, children to write an explanation text about how to survive in the desert.</p> <p>Challenge: use a highlighter to highlight any technical vocabulary used. Use a dictionary to find out the definitions of these words and add a glossary.</p>
		<p>Extend:</p> <p>Using their research from Lesson 8, children to write an explanation text about how to survive in the desert. Include a glossary. Challenge: include a set of instructions in their explanation. This could be how to find water/how to build a shelter etc.</p>	
<p>Plenary</p>		<p>Hand out Resource 9b, and ask children to work in mixed ability pairs to peer assess one another’s work. Partners to give each other two things to improve and using a different coloured pen, children attempt this.</p>	
<p>Further Teaching Points</p>		<p>Depending on children’s ability and writing stamina, teachers may wish to allow children an additional lesson to complete their writing. To consolidate explanation writing, children could write explanations in science about why a process happens e.g. the water cycle, or in geography about why the Nile is so important to the people of Egypt.</p>	



<p>Year: 4</p> <p>Resources: 10a, copies of the book</p>	<p>Lesson objective:</p> <p>I am learning to make inferences based on what I have read.</p> 		
<p>Book Title & Author: The Boy Who Biked the World: Part One on the Road to Africa, by Alastair Humphreys</p> <p>Publisher and Year: Eye Books 2011</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978-1-903070-75-8</p>	<p>Lesson Number: 10</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Read the final part of the book, pages 99- 113. Look at the paragraph beginning <i>‘Sometimes things seem too hard...’</i> on page 105. Discuss why so close to the end of the journey, it’s often harder to continue / cope with emotions as you are impatient to reach the end. Encourage children to put themselves into Tom’s shoes. Working with a partner, one as Tom and one as an interviewer, invent questions and answers about Tom’s favourite moment, scariest moment, hardest moment, most thrilling moment, etc. of his African journey. Encourage children to use notes made on maps throughout the unit to help them to remember the different parts of his journey. Allow children the opportunity to swap roles.</p>		
<p>Lesson Input</p>	<p>Give children a copy of Resource 10a, emotions graph. Ask children to look back over the annotated maps they have been keeping over the course of the unit/on a working wall. Discuss with a partner the six events that stick in their minds that would demonstrate a range of Tom’s emotions. Write these in the blank spaces. Plot on the emotions graph how he would be feeling at each of these points and join each point with a straight line to show the highs and lows of his journey.</p>		
<p>Independent Activities</p>	<p>Simplify: Ask children to fill out a fact file, in role as Tom, about his African adventure, using all that they have learned by reading the book so far. Point their attention to Tom’s parts of the chapters such as those on pages 42/43 and 48/49. Using the ideas from the Hook In Session, favourite moment, scariest moment, hardest moment, most thrilling moment etc., complete this fact file. Justify each point with the word ‘because’.</p>	<p>Expect: Point children’s attention to how Tom makes notes about some of his exploits. Thinking about the Hook In Session, ask them to write a final diary entry that addresses his thoughts on his African journey and his top five/ten – best and worst bits.</p>	<p>Extend: Thinking about the whole of the book and Tom’s African adventures, ask children to decide whether they want to write a diary entry as Tom about his African adventure or by looking at pages 103-104 and thinking about his school mates and teacher laughing at his idea, write a postcard/letter back to his teacher and class. Children can decide how they want the tone to be.</p>
<p>Plenary</p>	<p>Locate the end point of Tom’s journey on a map. Looking at the title of the next book, ask children to predict how he will travel from Africa to the Americas. Where do you think his journey in the Americas will end and start? What do children know about the Americas? What will be the challenges here? Do they think that it will be harder than this leg of the journey? Ask children to justify their reasons.</p>		
<p>Further Teaching Points</p>	<p>Work on this book can be taught across the curriculum, For example, in numeracy children could look at time zones around the world and also convert units of distance, work out how long cycling journeys would take etc.</p>		