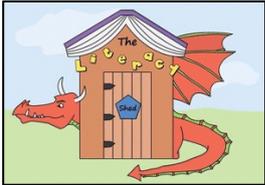
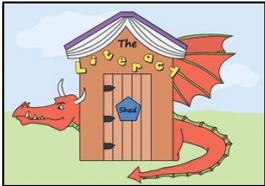
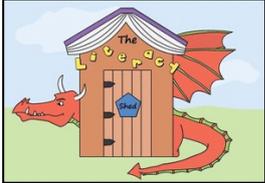
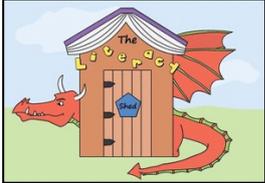
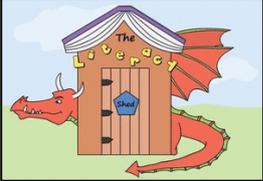


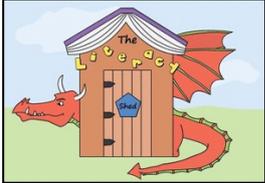
<p>Year: 4</p> <p>Resources: 1a, 1b, copies of book</p>		<p>Lesson objective: I am learning to articulate and justify my opinions.</p> 	
<p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback Edition: ISBN 978 1 78563 008 8</p>		<p>Lesson Number: 1</p>	
<p>Hook into Session/Open ing Activities</p>	<p>Discuss the idea of Tom being an explorer. Can children think of the name of any other famous explorers, living or dead? Look at online information about Steve White from Lanchester who has recently cycled the world*. What are the similarities/differences between his and Tom’s journey? What do they think of Steven’s choice to fly? Make comparisons and feedback. If children have read previous book, recap on where they left Tom. Look at the map of his journey on pages 7-8 and discuss this next leg.</p>		
<p>Lesson Input</p>	<p>Begin to read Part III of the book, pages 9 – 30. Stop at the bottom of page 15 and discuss how his fellow pupils had laughed at his idea but how this only spurred him on. What does this show about Tom? Can the class think of any similar experiences that they’ve had which they can relate to this? What might these children now think of Tom’s idea and why? Read the set of questions that the author asks of the reader on page 16 and ask children to respond to these. Stop after the first paragraph on page 30 and ask children to think about which road they would take if they were Tom and why? Encourage children to consider everything that they have heard so far about Siberia and the time of year that Tom is travelling here.</p>		
<p>Independent Activities</p>	<p>Simplify: Hand out a copy of Resource 1a and copies of the book. Fill in the table to show the features of each road and the possible problems with each one. State which road they think Tom should take and why using the conjunction ‘because’.</p>	<p>Expect: Hand out a copy of Resource 1a and copies of the book. Fill in the table to show the features of each road and the possible problems with each one. Give an opinion as to which route they think Tom should take and justify this with more than one reason.</p>	<p>Extend: Ask children to re-read page 29. Using Resource 1b. Ask children to sum up the problems and possible dangers with each of the roads and then make a choice as to which road Tom should take, justifying their reasons using evidence from what they have read.</p>
<p>Plenary</p>	<p>Listen to some of children’s opinions as to which route that they think Tom should take. Partner children up in As and Bs and ask them to line up facing one another, leaving a gap in between. Explain that As will be giving a reason for Tom to take the Summer Road and Bs should give a reason for Tom taking the Winter Road. With a child or the teacher in role as Tom, walk through the centre, pausing between each pair and listening to their reason about each road. Once the end of the line has been reached, ask ‘Tom’ to choose a side to show the more convincing argument. Finish reading page 30 and then continue to page 37. Make a list of highs and lows of Tom’s journey in Siberia. What do children think of aspects such as Tom putting hot pies inside of his trousers to keep warm and then eating them? Do children agree with Tom’s choice to take the Winter Road? Ask them to justify their opinions.</p>		
<p>Further Teaching Points</p>	<p>* https://www.thenorthernecho.co.uk/news/18272221.heros-welcome-steve-white-22-000-mile-bike-ride/ <i>(Please check websites carefully before sharing with children)</i></p> <p>As in previous two units, 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. They may annotate their maps to make notes of events/ people/adventures that Tom has in these places.</p> <p>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.</p> <p>Teachers may wish to provide images of Siberia to help children to visualise some of the landscapes that Tom describes.</p>		

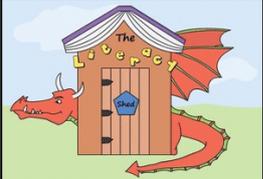
<p>Year: 4</p> <p>Resources: 2a, 2b, 2c, copies of book, whiteboards and pens, thesauruses</p>		<p>Lesson objective: I am learning to write a Haiku.</p>		
<p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>		<p>Lesson Number: 2</p>		
<p>Hook into Session/Opening Activities</p>	<p>Read pages 39 – 43. Return to the section at the bottom of page 41 and look at the Haiku. Ask children to try and work out what they think a Haiku is. Then read through the first part of Resource 2a, explaining what a Haiku is. Ensure that they understand what a syllable is by asking them to count the number of syllables in their forenames and surnames. Is the Haiku on page 41, really a Haiku? Ask them to count the number of syllables on each line of this. Why is it not a good example? Ask children to edit the Haiku on page 41 to make the syllable count correct.</p> <p>Read the example Haikus on Resource 2a. What is each one describing?</p>			
<p>Lesson Input</p>	<p>Display Resource 2b, and ask children to choose one of the images to write a Haiku about. Ask them to do this on a whiteboard for easy editing. Ask for volunteers to read theirs aloud and ask other children to guess what the Haiku has been written about.</p>			
<p>Independent Activities</p>	<p>Simplify: Using Resource 2c, fit a word into the Haikus to ensure that the correct syllable count has been used on each line.</p> <p>Challenge: write their own Haiku using one of the images from Resource 2b, that they didn't choose during the lesson input.</p>	<p>Expect: Ask children to use different images on Resource 2b, from those chosen in the lesson input, to write a selection of Haikus about.</p> <p>Challenge: use a thesaurus to improve word choice</p>	<p>Extend: Teacher Support. Work with children to make a list of things that Tom has encountered so far in the book. Choose some of these to write Haikus about. Make a thesaurus available for best possible word choice.</p>	
<p>Plenary</p>	<p>Ask for some volunteers to read out their Haikus and ask children to guess what they have been written about. Compare differences between the word choices for the simplify group's activity. Which words are most effective? Continue reading from page 45 -51. Discuss some of the 'disgusting' (being sensitive about cultural differences and preferences) items of food that Tom eats whilst in Japan.</p>			
<p>Further Teaching Points</p>	<p>On page 42, a range of Japanese food is mentioned. In D/T sessions, children could take part in food tastings around the theme of Japanese food. They could produce recipes and be extended to create their own Japanese meals.</p>			

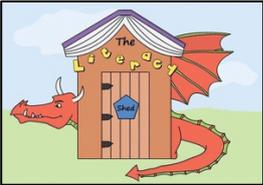
<p>Year: 4</p> <p>Resources: 3a, 3b, 3c, whiteboards and pens, highlighters.</p> <p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>	<p>Lesson objective:</p> <p>I am learning to use apostrophes for plural possession</p> <p>Lesson Number:</p> <p>3</p> 		
<p>Hook into Session/Opening Activities</p>	<p>Write 'apostrophes for omission' and 'apostrophes for possession' on the board. Discuss what children understand about apostrophes and also about the words 'omission' and 'possession'. Ask children to give some examples on their whiteboards of where apostrophes are commonly used to show omission.</p> <p>Now explain that the children will be focussing on apostrophes for possession today and you would therefore like to see how they are using them currently. Ask children to write the sentences you dictate down on mini whiteboards, revealing them to you on a count of 3. Use this to ascertain their current level of understanding. e.g. 1) 'Mia's fingernails were dirty.'; 2) 'James' book was soggy.'; 3) 'His clothes were smart.' (Things to watch out for and discuss 1= will the children use an apostrophe in the word 'fingernails' as it is plural? 2= how many children already understand the placing of an apostrophe in a name that already ends in 's', 3= Are children aware that possession can be shown without an apostrophe at all?) Rather than revealing the correct apostrophe use for each example immediately, you could write two or three sentence options on the board (answers you have seen on the children's whiteboards) and ask the children to debate which are correct.</p>		
<p>Lesson Input</p>	<p>Hand out copies of Resource 3a and read through together. Ask children to come up with examples of the apostrophe for possession beneath each of the sections. Again ask children to write these examples on whiteboards, to ascertain understanding and to allow opportunity to address misconceptions.</p>		
<p>Independent Activities</p>	<p>Simplify: Using Resource 3b, sort sentences and phrases into a chart to show if the apostrophe has been used for singular or plural possession. Change sentences to show both singular and plural possession.</p> <p>Challenge: Can you think of your own sentences where you would need to use an apostrophe to show plural possession? Write these down.</p>	<p>Expect: Adult supported: Using Resource 3c, spot the mistakes in the use of the possessive apostrophe and mend these.</p> <p>Turn a sentence using a singular possessive apostrophe into one with a plural possessive apostrophe. Ask children to note the differences.</p>	<p>Extend: Give a list of items or people that Tom has encountered on his journey through Japan and ask children to write a passage with these, including as many uses of the possessive apostrophe as possible.</p> <p>Challenge: highlights words using the apostrophe to show plural possession in one colour, singular possession in another and omission in another. Create a key.</p>
<p>Plenary</p>	<p>Look at some examples where the apostrophe for possession has been used incorrectly or in a silly way e.g. Open Sunday's/ Pie's and Burgers. Ask children to work in partners to look at why they are incorrect.</p> <p>Feedback, explaining why each one is misleading.</p>		
<p>Further Teaching Points</p>	<p>You could share the effective cartoons from 'The Girl's Like Spaghetti' by Lynne Trusse and challenge children to adapt these to create their own.</p> <p>Stress to children that an apostrophe isn't always needed every time a word ends in 's'.</p>		

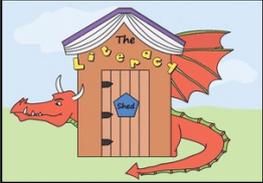
<p>Year: 4</p> <p>Resources: 4a, 4b, 4c, highlighters</p>		<p>Lesson objective:</p> <p>I am learning to identify the features of a biography.</p>		
<p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback Edition: ISBN 978 1 78563 008 8</p>		<p>Lesson Number: 4</p>		
<p>Hook into Session/Opening Activities</p>	<p>Read pages 53-59. Make a chart showing the differences Tom encounters between China and Japan. Discuss how Tom finds it difficult to communicate because of the language barrier. What are some of the ways he tries to overcome this? What signs or gestures would children use if they wanted to buy a banana/carton of milk/find out where the nearest toilet was? Share some of these ideas. Pause after the bullet points on page 54 and discuss which other phrases would be useful for Tom to have. At the top of page 58, discuss some of the 'disgusting' (be sensitive to cultural differences and preferences) things that Tom eats in China. Would children try these?</p>			
<p>Lesson Input</p>	<p>Ask children if they know who is considered to be the first person to circumnavigate the globe and when they think that this might have been. Show an image of Ferdinand Magellan and explain that he is considered the first explorer to have done this. Read Magellan's biography on Resource 4a. Do children think he should be given this accolade – justify their answers e.g. he didn't technically make it back home so should it be one of his crew, such as Antonio Pigafetta, instead? Compare hardships faced by him and Tom such as the length of time away, the need to eat foods they find unpleasant, others not believing in his vision etc. Who do children think had the hardest challenge between Tom and Magellan and why? Explain that the type of writing on Resource 4a is a biography and that these are written in third person about someone's life.</p>			
<p>Independent Activities</p>	<p>Simplify: Read through Magellan's biography on Resource 4a again with a partner. Collect information on Resource 4c as a way of examining the features and structure of a biography.</p> <p>Challenge: highlight any good openers to show time. Collect these on Resource 4c.</p>	<p>Expect: Using Resource 4a, highlight and annotate the features of a biography.</p> <p>Make a checklist of what should be included in this type of writing.</p> <p>An adult may wish to display some pointers to support children in achieving this, such as: structure/ language/ person/ vocabulary etc.</p>	<p>Extend: Hand children a copy of Resource 4b and look at the features of a biography. Ask children to think of their own ambitions and what they would like to be remembered for. Using this checklist, write a mini biography about themselves (stress that if they were actually writing their own, this would be an autobiography, but for the purpose of this they will be writing in 3rd person.</p>	
<p>Plenary</p>	<p>Ask children to feedback on what they think that the features of a biography are. Display Resource 4b and compare what they have found to this checklist. Using Resource 4b look at some of the useful openings for sentences that can be used in biographical writing. Read Resource 4a again and working in mixed ability pairs, ask children to highlight and collect any other openings which may be useful. Write these down either individually or on a class version for a working wall. Before next session, read on from page 61-95. Look at the information on pages 94 and 95 about Marco Polo and compare his journey to that of Magellan.</p>			
<p>Further Teaching Points</p>	<p>If children have studied newspaper writing, explain that biographical writing is a form of journalistic writing e.g. the opening is similar to the orientation in a newspaper in regards to both of these answering the 5 W'S questions. Children could read about other famous explorers such as Tim Peake, Sir Ranulph Fiennes, Christopher Columbus, Marco Polo, Matthew Henson and Gertrude Belle. They could practise their skimming, scanning and note making techniques, to write biographies about these famous explorers. Give children plenty of opportunity in guided reading and independent reading to look at biographies to enable them to become accustomed to the language and features of this genre.</p>			

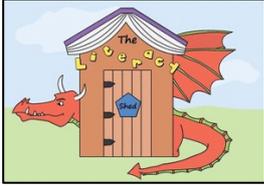
<p>Year: 4</p> <p>Resources: 5a, 5b, 5c</p> <p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>	<p>Lesson objective: I am learning to plan a biography.</p>  <p>Lesson Number: 5</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Explain that children are going to find out about the last leg of Tom’s journey across Europe to his home. How do children think that he might be feeling? Will his emotions be mixed? If so, why? What do they think will be the reaction of his family, school friends, and teacher? Read pages 97- 119, and compare children’s responses to those in the book. What do you think that Tom will go on to do in his next adventure or as an adult? Brainstorm these ideas with children.</p> <p>Explain that children are going to be writing Tom’s biography in tomorrow’s session and today they will be planning it. Ask them to think of his journey as a whole, referring to annotated maps of his journey and any work on the working wall.</p>		
<p>Lesson Input</p>	<p>Ask children to work in mixed ability pairs to discuss what they think are the key events and most significant adventures in his bike around the world. Encourage children to think of a range of emotions linking to some of the more challenging events. Give out copies of the book and ask children to look at the final two pages 120-121 and discuss Tom’s list of ‘ests’. Could any of these be incorporated into Tom’s biography? Share children’s ideas.</p>		
<p>Independent Activities</p>	<p>Simplify: Using Resource 5a, plan Tom’s biography, focusing on his achievements as described in the books read (Tom as a boy).</p> <p>Challenge: swap with a partner and compare ideas. Are there any ideas that you would ‘steal’.</p>	<p>Expect: Using Resource 5b, plan Tom’s biography. Ask children to think of him as an adult and other goals that he has achieved.</p> <p>With adult support.</p>	<p>Extend: Using Resource 5b, plan Tom’s biography. Ask children to think of him as an adult and consider his likely achievements by this age.</p> <p>Encourage children to think creatively about his adult life and make up any unknown details.</p>
<p>Plenary</p>	<p>Hand out a copy of Resource 5c and discuss how time openers are essential in a biography to help to show the passing of time. Refer back to yesterday’s lesson and invite children to share some of those collected. Ask children to choose between five and eight to use in their writing tomorrow. Add these to their planning sheets.</p>		
<p>Further Teaching Points</p>	<p>The sharing of ideas during the lesson input is important to give children the opportunity to remember sections of the three books (if all have been studied) and share favourite parts that may have been forgotten. If the other books haven’t been studied, encourage children to think of the key events from this book, but also look carefully at the final two pages which recaps all three books.</p>		

<p>Year: 4</p> <p>Resources: 6a, 6b</p> <p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>	<p>Lesson objective: I am learning to write a biography.</p> <p>Lesson Number: 6</p> 		
<p>Hook into Session/ Opening Activities</p>	<p>Recap the reasons that biographies are written. Remind children about the opening paragraph of biographies and what these need to do. Ask them to look around the room and secretly choose another pupil in the class, thinking of what they may achieve in the future, based on their hobbies, talents and interests now. Ask pupils to write the opening of their chosen child's 'biography'. Stress that it must show something about the person. Read these aloud and ask others to guess who it may be about.</p>		
<p>Lesson Input</p>	<p>Model how to turn a section of notes from yesterday's planning into writing, taking lots of suggestions from children. If children have studied the other units for the books in this series, remind them of their work on types of sentences. Explain that some biographies include quotes from those who knew the person – who could feature in Tom's biography? Add a quote. If children have looked at persuasion (covered in Unit II) ask them to think about the use of hyperbole to encourage the reader to think of Tom as one of the greatest explorers – use words and phrases such as 'legendary explorer' or 'one of the true greats' to highlight this.</p> <p>Display Resource 6a –success criteria for biographies. Note: teachers should use their knowledge of the class to incorporate other areas that children need reminders about such as specific types of punctuation, types of sentences looked at in other units in this trilogy, such as the use of fronted adverbials. Look through the small section written together and assess what has been used and what still needs to be used.</p>		
<p>Independent Activities</p>	<p>Simplify: Pupils use planning sheets from yesterday and teacher input, to begin to turn notes into Tom's biography. Challenge: if children have worked on Book II unit, remind them of the lesson on proof reading and ask them to read each paragraph carefully looking for spelling and grammatical errors</p>	<p>Expect: Pupils use planning sheets from yesterday to begin to turn notes into Tom's biography which will include what he has gone on to achieve.</p> <p>Challenge: peer assess by swapping books with a partner and using the biography checklist to assess against.</p>	<p>Extend: Children use planning sheets from yesterday to begin to turn notes into Tom's biography which will include what he has gone on to achieve.</p> <p>Challenge use a range of sentences in their work.</p>
<p>Plenary</p>	<p>Refer back to Resource 6a. Take each point in turn and ask children to read out an example of it from their own work. Ask pupils to share examples where they have used sentences using an appropriate sentence start. Children could also read out a sentence they are not happy with and others in the class can make suggestions on how to improve it.</p>		
<p>Further Teaching Points</p>	<p>Resource 6b is a teacher resource- Tom's biography- to help teachers see an example of how this could be written. Stress to children that although this is a non-fiction piece of writing, it is about a fictional character and they may make up any unknown details to add interest to their writing. Children could consolidate their biography writing in other subjects such as writing in Science about a famous scientist or in History about a historical figure studied. Page 128 contains a mini biography of the author which could be looked at.</p>		

<p>Year: 4</p> <p>Resources: 7a, access to travel website (see example) or travel pamphlets or information texts. <i>*Please ensure that all websites that are shared with the class have been checked carefully for appropriateness.</i></p>	<p>Lesson objective:</p> <p>I am learning to retrieve and record information from non-fiction.</p> 		
<p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>	<p>Lesson Number: 7</p>		
<p>Hook into Session/Opening Activities</p>	<p>Display a range of faces on the interactive whiteboard of travellers, explorers and adventurers (these could be both real and fictional) e.g. Sir David Attenborough, Indiana Jones, Scott of the Antarctic, Michael Palin, Howard Carter, Ffiona Campbell, Helen Sharman and Michael Perham. Ask children if they know who any of these are and what they achieved in the field of travel, exploration or adventures. List these next to their image. Revisit pages 117 and the top of 118. Read Tom’s words aloud and ask children to close their eyes and imagine if they had the chance, what they would do. Ask children to share ideas. Explain that over the next couple of lessons, they are going to be learning about how to write a magazine article, imagining that they have achieved an amazing feat like Tom and they are being interviewed about it. Stress that this does not have to be cycling around the world, but could be walking the Great Wall of China, walking around the coastline of the UK or climbing Ben Nevis or Mount Everest.</p>		
<p>Lesson Input</p>	<p>Explain to children that today they are going to imagine that they have been on an adventure like Tom. Partner children up into mixed ability pairs and hand out Resource 7a. Discuss the questions on this sheet, helping one another with ideas where necessary. Encourage children to ‘steal’ ideas from what they have read in Alastair Humphrey’s books such as lowlights may be food poisoning or terrible weather. Ask for volunteers to share some of their thoughts. If children have completed the previous two units of The Boy Who Biked the World, remind them of Lesson 8 in both units where they learned to skim and scan in order to take their own notes. Show children the information which is available to them for research purposes this session (e.g. https://www.kids-world-travel-guide.com/geography-facts.html or other travel websites / travel brochures / information texts) and support them in understanding how to navigate these. Explain that to make their ideas of what they want to do in their adventure more realistic, they will be collecting some research – stress that words should not be copied down exactly but remind children of how to take notes by modelling with a section of text. Stress that it must make sense in order to turn it into full sentences at a late date.</p>		
<p>Independent Activities</p>	<p>Simplify: With adult support. Children collect information on the country/landmark/continent/ etc. they want to be the main focus of their journey. Make notes of any facts that they feel will be useful in their future work.</p>	<p>Expect: Children collect information on the country/landmark/continent/ocean etc. they want to be the main focus of their journey. Make notes of any facts that they feel will be useful when they come of write an interview.</p>	<p>Extend: Children collect information on the country/landmark/continent/ocean etc. they want to be the main focus of their journey. Make notes of any facts that they feel will be useful when they come of write an interview.</p>
<p>Plenary</p>	<p>Take feedback from children about their adventure idea and what they feel will be the highlights or lowlights. Compare any similarities and differences between children’s ideas.</p>		
<p>Further Teaching Points</p>	<p>Michael Perham, suggested in the image in the Hook In Session, successfully sailed the Atlantic single-handedly at the age of fourteen- he was the youngest person to do so. Comparisons could be made with Tom.</p>		

Year: 4	Resources: 8a, 8b, highlighters		Lesson objective: I am learning to identify the features of a magazine article.	
Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys			Lesson Number: 8	
Publisher and Year: Eye Books, 2015				
Hardback or Paperback: Paperback Edition: ISBN 978 1 78563 008 8				
Hook into Session/Open ing Activities	<p>Explain to children that they will be learning about the features of a magazine article in order to write their own. Hand out copies of Resource 8a and read through together. What type of features do you spot and how is this writing structured? Working in mixed ability pairs, annotate answers on the resource. Ask children how this is similar to the type of writing they did when working on biographies e.g. a mini biography is used to start the interview/a quote from someone who knew the subject. Highlight words on the resource such as ‘international’ and ‘unrelenting’ and discuss the meanings of these. These words could be displayed on a working wall for children to use in their own articles. Look at how the quote at the beginning of the article appears within Tom’s response to a question later on. Discuss the purpose of beginning with a quote and why this is in inverted commas but the rest of the interview is not.</p>			
Lesson Input	<p>Hand out copies of Resource 8b and discuss the questions on this sheet. Introduce children to the idea of open and closed questions and how a closed question will not require a long answer but an open question will give a longer, more detailed one. Ask children to identify examples of each on the resource. Remind children about their work from yesterday and how tomorrow they will write a magazine article about themselves.</p> <p>Explain that, as preparation, in this lesson, they will be taking part in a role play activity where their partner will be interviewing them about their amazing adventure and travels. Give children time to look at their research from yesterday to recap information and ideas. Ask for a volunteer (choose a child who will likely answer confidently and eloquently) and using Resource 8b, model how to ask the questions and write down the responses. Model how to illicit as much information as possible.</p>			
Independent Activities	Simplify: Working in pairs, take turns to be the interviewer and interviewee. The interviewer should ask the questions on Resource 8b and then record their interviewee’s answers on the sheet for the interviewee to use in their magazine articles tomorrow.	Expect: Working in pairs, take turns to be the interviewer and interviewee. The interviewer should ask the questions on Resource 8b and then record their answers on the sheet for the interviewee to use in their magazine articles tomorrow. Think of two extra questions that could be asked to add interest to articles and add these to the sheet.	Extend: Working in pairs, ask children to write at least six questions that could be asked about their own ‘adventure’. Stress that these should be mainly open ended questions. Encourage children to look at Resource 8a to gauge the tone of these questions. Take it in turns to act as the interviewer and interviewee and record responses.	
Plenary	<p>Look at Resource 8a again and discuss its informal tone. Look at the questions asked/written during the independent activity. Ask children to look at how they can add more of an informal tone to them, e.g. ‘Hello there’. Look at how some questions on the resource follow on nicely from those before.</p>			
Further Teaching Points	<p>If schools subscribe to the children’s newspaper, ‘First News’, copies of these could be used in guided reading sessions to look at how interviews are presented in this publication. This is also a good opportunity to discuss fame and the best reasons to be famous. Lots of interviews can also be found on websites such as BBCiplayer and YouTube from old versions of shows such as This Morning and Lorraine. Interviews with explorers such as Sir Ranulph Fiennes can be viewed here. Warning: teachers should watch these first to ensure that content is appropriate to the age range being taught</p>			

<p>Year: 4</p> <p>Resources: 8a, 9a, whiteboards and pens</p> <p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>	<p>Lesson objective:</p> <p>I am learning to write a magazine article.</p> <p>Lesson Number:</p> <p>9</p> 		
<p>Hook into Session/Opening Activities</p>	<p>Use the link in Further Teaching Points to re-read the article about Steven White who plans to cycle the world (alternatively, you could select an online interview with a local inspirational figure or famous person studied by the class). Look at the similarities and differences between this magazine interview and the one looked at yesterday. What do children think are the best questions in this article? Discuss the meaning of any unknown words such as ‘concept’ and ‘interaction’. Can children use these words verbally in context? Return to Resource 8a from yesterday and re-read the headline, quote and the opening paragraph. Recap what the purpose of this is. On whiteboards or in jotters, ask children to have a go at writing their interview opening, remembering the three features above. Assist the simplify group to do this.</p>		
<p>Lesson Input</p>	<p>Using a set of notes from yesterday, model how to turn a section of this into a magazine article interview. Focus on how to make the interviews from yesterday a little more interesting with a conversational tone. Encourage children to look out for and recognise different uses of the apostrophes. If the first two units for the previous books have been studied, remind children of the different types of sentences that can be used in writing and how these can be incorporated into their interview. What do children think the success criteria will be for this type of writing today? Make a list and then compare with success criteria on Resource 9a.</p>		
<p>Independent Activities</p>	<p>Simplify: With adult support.</p> <p>Use Resource 9a as a template/frame to structure writing. Write a magazine article, with a question and answer section detailing their own epic adventure.</p> <p>Challenge: use Resource 9a as checklist to ensure that they have used the criteria set out.</p>	<p>Expect: Using the checklist on Resource 9a, children write a magazine article with themselves as the interviewee about their adventure.</p> <p>Challenge: think of something that they need to improve in their own writing and add this to the success criteria list.</p>	<p>Extend: Using the checklist on Resource 9a, children write a magazine article with themselves as the interviewee about their adventure.</p> <p>Remind children of some of the informality used in responses and questions and encourage children to include this sort of detail. Challenge: write a concluding paragraph detailing what the interviewee is up to next.</p>
<p>Plenary</p>	<p>Explain to children that they are going to dramatize their articles into a T.V. interview. Team up with a partner to read through one of their articles. Ask for volunteers to perform these in front of the class. Encourage children to think of body language and gesture to bring these to life. If there was a camera in the room, ask children where they would look for the introduction and who they would be talking to. How would this change during the interview? As an extension, these could be filmed.</p>		
<p>Further Teaching Points</p>	<p>https://www.thenorthernecho.co.uk/news/17492583.lanchester-around-world---steven-cycle-globe-aid-mind/ As an alternative or a further activity, children could write a magazine article where they are interviewed about their actual proudest achievement. Comparisons could be made about which was easier to write – one based on their own experience or one where they had to think creatively. If children have studied newspapers, the achievements of Tom could be turned into a newspaper article which would fit well with the journalistic writing style of this unit.</p>		

<p>Year: 4</p> <p>Resources: 10a, 10b, 10c</p>		<p>Lesson objective:</p> <p>I am learning to use inference about a character's feelings, thoughts and actions in my writing.</p>		
<p>Book Title & Author: The Boy Who Biked the World: Part Three: Home Through Asia by Alastair Humphreys</p> <p>Publisher and Year: Eye Books, 2015</p> <p>Hardback or Paperback: Paperback</p> <p>Edition: ISBN 978 1 78563 008 8</p>		<p>Lesson Number: 10</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Hand out a copy of Resource 10a and ask children to read through the questions and consider the trilogy of books as a whole. Work in mixed ability partners to discuss the books. Note down any ideas on the resource and to feedback with their responses. Stress that it is fine if these are different.</p>			
<p>Lesson Input</p>	<p>Re read pages 15-17 where Tom remembers being laughed at by his class. Have you ever been laughed at for an idea you had? How did it make you feel? Did you stop thinking or wanting to do something because of other people's opinions? Can children remember what his teacher, Mr Fields, thought of his idea? Revisit these pages in book one if necessary. What would have happened if Tom had listened to his friends or Mr Fields? Has that changed the way that you would think in future? What does this show about Tom's personality? Write the words resilience, perseverance and self-belief on the board and discuss these qualities. Encourage children to think of times in their own lives when they have displayed these qualities.</p>			
<p>Independent Activities</p>	<p>Simplify: Ask children to write a letter from one of Tom's classmates to Tom, apologising for laughing at his idea. Use the frame on Resource 10b to help to structure their writing.</p>	<p>Expect: Adult support. Discuss with children the character of Mr Field and his initial reaction to Tom's idea. Discuss how he may feel now that Tom has achieved his goal: guilty, proud, and angry he has been proved wrong or a mixture of all three? Explain that children will be writing a diary entry as Mr Field about his feelings. With lots of ideas from children, decide on a structure for each paragraph. Children write their diary entry in role as Mr Field.</p>	<p>Extend: Give children a copy of Resource 10c and explain that this is a task board. Choose one of the activities to complete. Challenge: if children have their own idea of what they would like to write about, discuss these with the teacher.</p>	
<p>Plenary</p>	<p>Ask for some volunteers to read out their work from today. Ask children to think about the book/books as a whole. What do they think are some of the themes? Has it taught them anything about their own dreams, ambitions or qualities that they would like to possess? What can we learn from Tom? A dream or Wonderwall could be created with these on, as a display in the class.</p>			
<p>Further Teaching Points</p>	<p>The whole series of books show a story of resilience, motivation and what can be achieved with perseverance and inner strength. These themes can be developed and nurtured within the classroom setting.</p>			