Reading for Pleasure Class Novel: Anna Hibiscus by Atinuke



Theme: Explorers Driver: Geography The Big Question: What is an explorer?

							by Asmuke
	WC 1.1.23	WC 8.1.23	WC 15.1.23	WC 22.1.23	WC 29.1.23	WC 5.2.23	
	<u>Unit: Letter</u>	Unit: Letter	Unit: Character Description	Unit: Character	Unit: Narrative	Unit: Narrative	
	Commention Toute America	Commenting Touts Associa	Commenting Films Dad Miss	<u>Description</u>	C	Commention Films 7about an	
	Supporting Text: Amelia- Little People Big Dreams	Supporting Text: Amelia- Little People Big Dreams	Supporting Film: Red Miss Take on Literacy Shed	Supporting Film: Red Miss	Supporting Film: Zahra on Literacy Shed	Supporting Film: Zahra on Literacy Shed	
	Little I copie big breams	Little I copie big bi cams	rake on Electacy Silea	Take on Literacy Shed	Literacy Silica	Literacy Silea	
	Amelia Anjus Amelia tertur Zan Noja, 10 DELANI	Amelia Anjua America factore Zela Nopela Fila Della Mal	Red Miss Take	Red Miss Take	ZAHRA	ZAHRA	
	NC Link: learning how to	NC Link: learning how to	NC Link: learning how to use	NC Link: learning how to	NC Link: learning how to use	NC Link: learning how to	
	use both familiar and new	use both familiar and new	both familiar and new	use both familiar and new	both familiar and new	use both familiar and new	
	punctuation correctly	punctuation correctly	punctuation correctly (see	punctuation correctly (see	punctuation correctly	punctuation correctly	
	writing about real events	writing about real events	English Appendix 2),	English Appendix 2),	develop positive attitudes towards and stamina for	develop positive attitudes towards and stamina for	
	planning or saying out loud	planning or saying out loud	including full stops, capital	including full stops, capital	writing by: writing for	writing by: writing for	
	what they are going to write about	what they are going to write about	letters, exclamation marks, question marks, commas for	letters, exclamation marks, question marks, commas	different purposes and	different purposes and	
	evaluating their writing	evaluating their writing	lists and apostrophes for	for lists and apostrophes	writing narratives about	writing narratives about	
	with the teacher and other	with the teacher and other	contracted forms and the	for contracted forms and	personal experiences and those of others	personal experiences and those of others	
4	pupils	pupils	possessive (singular)	the possessive (singular)	consider what they are	consider what they are	
English	proof-reading to check for errors in spelling, grammar	proof-reading to check for errors in spelling, grammar	writing about real events planning or saying out loud	writing about real events planning or saying out loud	going to write before	going to write before	
Ä	and punctuation	and punctuation	what they are going to write	what they are going to	beginning by planning what	beginning by planning what	
	expanded noun phrases to	expanded noun phrases to	about	write about	they are going to write	they are going to write	
	describe and specify	describe and specify	evaluating their writing with	evaluating their writing	about expanded noun phrases to	about expanded noun phrases to	
	the present and past	the present and past	the teacher and other pupils	with the teacher and other	describe and specify [for	describe and specify [for	
	tenses correctly and consistently including the	tenses correctly and consistently including the	proof-reading to check for errors in spelling, grammar	pupils proof-reading to check for	example, the blue butterfly]	example, the blue	
	progressive form	progressive form	and punctuation	errors in spelling, grammar	the present and past tenses	butterfly]	
	subordination (using when,	subordination (using when,	expanded noun phrases to	and punctuation	correctly and consistently	the present and past tenses	
	if, that, or because) and	if, that, or because) and	describe and specify	expanded noun phrases to	including the progressive form	correctly and consistently including the progressive	
	co-ordination (using or,	co-ordination (using or,	the present and past tenses	describe and specify	subordination (using when,	form	
	and, or but) writing for different	and, or but) writing for different	correctly and consistently including the progressive	the present and past tenses correctly and	if, that, or because) and co-	subordination (using when,	
	purposes	purposes	form	consistently including the	ordination (using or, and, or	if, that, or because) and co-	
			subordination (using when,	progressive form	but) writing for different	ordination (using or, and, or but)	
	Cross curricular: History-	Cross curricular: History-	if, that, or because) and co-	subordination (using when,	purposes	writing for different	
	Significant people	Significant people	ordination (using or, and, or but)	if, that, or because) and co- ordination (using or, and,	F F F F F F F F F F	purposes	
	(A) (2)	(A) (2)	writing for different	or but)			
	Respect To Page 1	TO THE REAL PROPERTY OF THE PARTY OF THE PAR	purposes	writing for different	Liberty	Liberty	
	Respect	Resilect		purposes			
		Respect					

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.	<u>Launch:</u> Trip to Sherwood Fo	orest for Orienteering					
nen	Key Questions: What is an ex	vnlorer?					
chn	Ney Questions. What is all ex	Apiorei :					
Enrichment	Media/Visual Literacy: Arou	nd the World in 80 Days (2022	1 film)				
	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	Subject, predicate, stop,	
Focus	conjunctions, linking	conjunctions, linking	conjunctions, linking	conjunctions, linking	conjunctions, linking	conjunctions, linking	
5 Fc	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	adverbs, adverbial clauses,	
SPAG	adverb (when, where, how)	adverb (when, where, how)	adverb (when, where, how), expanded noun phrases	adverb (when, where, how), speech- inverted	adverb (when, where, how), speech-inverted commas	adverb (when, where, how), speech- inverted	
S	now)	now)	expanded flouri prinases	commas	speech- liverted commas	commas	
	Text: Not Now, Bernard by	Text: History Heroes:	Text: History Heroes:	Text: History Heroes:	Text: History Heroes:	Text: History Heroes:	
	David McKee	Christopher Columbus by	Christopher Columbus by	Christopher Columbus by	Christopher Columbus by	Christopher Columbus by	
		Damian Harvey	Damian Harvey	Damian Harvey	Damian Harvey	Damian Harvey	
	Focus: Retrieval, prediction						
		Focus: Retrieval, prediction	Focus: Retrieval, prediction	Focus: Retrieval, prediction	Focus: Retrieval, prediction	Focus: Retrieval, prediction	
	NC Link: develop pleasure						
	in reading, motivation to	NC Link: develop pleasure	NC Link: develop pleasure in	NC Link: develop pleasure	NC Link: develop pleasure in	NC Link: develop pleasure	
	read, vocabulary and	in reading, motivation to	reading, motivation to read,	in reading, motivation to	reading, motivation to read,	in reading, motivation to	
	understanding by:	read, vocabulary and	vocabulary and	read, vocabulary and	vocabulary and	read, vocabulary and	
	listening to, discussing and	understanding by:	understanding by:	understanding by:	understanding by:	understanding by:	
	expressing views about a wide range of	listening to, discussing and	listening to, discussing and expressing views about a	listening to, discussing and	listening to, discussing and expressing views about a	listening to, discussing and	
	contemporary and classic	expressing views about a wide range of	wide range of contemporary	expressing views about a wide range of	wide range of contemporary	expressing views about a wide range of	
	poetry, stories and non-	contemporary and classic	and classic poetry, stories	contemporary and classic	and classic poetry, stories	contemporary and classic	
	fiction at a level beyond	poetry, stories and non-	and non-fiction at a level	poetry, stories and non-	and non-fiction at a level	poetry, stories and non-	
ling	that at which they can	fiction at a level beyond	beyond that at which they	fiction at a level beyond	beyond that at which they	fiction at a level beyond	
Reading	read independently	that at which they can	can read independently	that at which they can read	can read independently	that at which they can read	
P P	discussing the sequence of	read independently	discussing the sequence of	independently	discussing the sequence of	independently	
Guided	events in books and how items of information are	discussing the sequence of events in books and how	events in books and how items of information are	discussing the sequence of events in books and how	events in books and how items of information are	discussing the sequence of events in books and how	
9	related	items of information are	related	items of information are	related	items of information are	
	discussing and clarifying	related	discussing and clarifying the	related	discussing and clarifying the	related	
	the meanings of words,	discussing and clarifying	meanings of words, linking	discussing and clarifying	meanings of words, linking	discussing and clarifying the	
	linking new meanings to	the meanings of words,	new meanings to known	the meanings of words,	new meanings to known	meanings of words, linking	
	known vocabulary	linking new meanings to	vocabulary	linking new meanings to	vocabulary	new meanings to known	
	answering and asking	known vocabulary	answering and asking	known vocabulary	answering and asking	vocabulary	
	questions	answering and asking	questions	answering and asking	questions	answering and asking	
	predicting what might	questions	predicting what might	questions	predicting what might	questions	
	happen on the basis of	predicting what might	happen on the basis of what	predicting what might	happen on the basis of what	predicting what might	
	what has been read so far	happen on the basis of what has been read so far	has been read so far	happen on the basis of what has been read so far	has been read so far	happen on the basis of what has been read so far	
		What has been read so lai		What has been read so fall		What has been read so fall	
			Respect		Respect		
		Respect		Respect		Temper 1	
				Respect			

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	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	
	Money	Money	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	
	NC Link: recognise and use	NC Link: recognise and use	NC Link: recall and use	NC Link: recall and use	NC Link: recall and use	NC Link: recall and use	
	symbols for pounds (£) and	symbols for pounds (£) and	multiplication and division	multiplication and division	multiplication and division	multiplication and division	
	pence (p); combine	pence (p); combine	facts for the 2, 5 and 10	facts for the 2, 5 and 10	facts for the 2, 5 and 10	facts for the 2, 5 and 10	
	amounts to make a	amounts to make a	multiplication tables,	multiplication tables,	multiplication tables,	multiplication tables,	
	particular value	particular value	including recognising odd	including recognising odd	including recognising odd	including recognising odd	
	find different	find different	and even numbers	and even numbers	and even numbers	and even numbers	
	combinations of coins that	combinations of coins that	calculate mathematical	calculate mathematical	calculate mathematical	calculate mathematical	
	equal the same amounts of	equal the same amounts of	statements for	statements for	statements for	statements for	
	money	money	multiplication and division	multiplication and division	multiplication and division	multiplication and division	
	solve simple problems in a	solve simple problems in a	within the multiplication	within the multiplication	within the multiplication	within the multiplication	
	practical context involving	practical context involving	tables and write them using	tables and write them	tables and write them using	tables and write them using	
		addition and subtraction of	the multiplication (x),	using the multiplication (×),	the multiplication (×),	the multiplication (×),	
SL				_		-	
Maths	money of the same unit,	money of the same unit,	division (÷) and equals (=)	division (÷) and equals (=)	division (÷) and equals (=)	division (÷) and equals (=)	
Σ	including giving change	including giving change	signs	signs	signs	signs	
			show that multiplication of	show that multiplication of	show that multiplication of	show that multiplication of	
			two numbers can be done in	two numbers can be done	two numbers can be done in	two numbers can be done	
			any order (commutative)	in any order (commutative)	any order (commutative)	in any order (commutative)	
			and division of one number	and division of one number	and division of one number	and division of one number	
			by another cannot	by another cannot	by another cannot	by another cannot	
			solve problems involving	solve problems involving	solve problems involving	solve problems involving	
			multiplication and division,	multiplication and division,	multiplication and division,	multiplication and division,	
			using materials, arrays,	using materials, arrays,	using materials, arrays,	using materials, arrays,	
			repeated addition, mental	repeated addition, mental	repeated addition, mental	repeated addition, mental	
			methods, and multiplication	methods, and	methods, and multiplication	methods, and	
			and division facts, including	multiplication and division	and division facts, including	multiplication and division	
			problems in contexts.	facts, including problems in	problems in contexts.	facts, including problems in	
			•	contexts.	•	contexts.	
	Unit: Materials	Unit: Materials	Unit: Materials	Unit: Materials	Unit: Materials	Unit: Materials	
				_	_		
	<u>Lesson:</u> Can I identify	<u>Lesson:</u> What are the	<u>Lesson:</u> What are the most	<u>Lesson:</u> Can I group objects	<u>Lesson:</u> Can I investigate the	<u>Lesson:</u> How do materials	
	different materials?	properties of different	suitable materials for	by their materials?	properties of metals?	change shape?	
		materials?	different uses?				
	NC Link: Identify and			NC Link: identify and	NC Link: observing closely,	NC Link: performing simple	
	compare the suitability of	NC Link: performing simple	NC Link: identifying and	compare the suitability of a	using simple equipment	tests	
	a variety of everyday	tests	classifying	variety of everyday	performing simple tests	gathering and recording	
	materials, including wood,	observing closely, using	identify and compare the	materials, including wood,	gathering and recording	data to help in answering	
	metal, plastic, glass, brick,	simple equipment	suitability of a variety of	metal, plastic, glass, brick,	data to help in answering	questions.	
9	rock, paper and cardboard	gathering and recording	everyday materials,	rock, paper and cardboard	questions	-	
Science	for particular uses	data to help in answering	including wood, metal,	for particular uses.	identify and compare the	Cross curricular: DT	
Sci	To paradona	questions.	plastic, glass, brick, rock,	identifying and classifying.	suitability of a variety of		
	Cross curricular: DT	identify and compare the	paper and cardboard for		everyday materials,		
	Cross curricular. Dr	suitability of a variety of	particular uses.		including wood, metal,		
			particulai uses.	Cross curricular: DT	plastic, glass, brick, rock,		
		everyday materials,			I -		
		including wood, metal,	Cross curricular: DT		paper and cardboard for		
		plastic, glass, brick, rock,			particular uses.		
		paper and cardboard for					
		particular uses.			Cross curricular: DT		
		Cross curricular: DT					
		5. 555 carricular. DT					

		Teach Computing:	Teach Computing:	<u>Teach Computing:</u> Programming A – Robot	Teach Computing:	Teach Computing: Programming A – Robot	Teach Computing:
		Programming A – Robot algorithms	Programming A – Robot algorithms	algorithms	Programming A - Robot algorithms	algorithms	Programming A - Robot algorithms
		Lesson: Giving instructions	Lesson: Same but different	Lesson: Making predictions	Lesson: Mats and routes	Lesson: Algorithm design	Lesson: Debugging
		NC Link: create and debug	NC Link: create and debug	NC Link: create and debug	NC Link: create and debug	NC Link: create and debug	NC Link: create and debug
		simple programs	simple programs	simple programs	simple programs	simple programs	simple programs
		use logical reasoning to	use logical reasoning to	use logical reasoning to	use logical reasoning to	use logical reasoning to	use logical reasoning to
Computing	ing	predict the behaviour of	predict the behaviour of	predict the behaviour of	predict the behaviour of	predict the behaviour of	predict the behaviour of
	put	simple programs	simple programs	simple programs	simple programs	simple programs	simple programs
	m _o	use technology	use technology	use technology purposefully	use technology	use technology purposefully	use technology
	Ö	purposefully to create,	purposefully to create,	to create, organise, store, manipulate and retrieve	purposefully to create, organise, store, manipulate	to create, organise, store,	purposefully to create,
		organise, store,	organise, store,	digital content	and retrieve digital content	manipulate and retrieve	organise, store, manipulate
		·	manipulate and retrieve			digital content	and retrieve digital content
		digital content	digital content	Cross curricular: Maths	Cross curricular: Geography- map skills	Cross curricular: Maths	Cross curricular: Maths
		Cross curricular: Maths	Cross curricular: Maths		- 2-9- al1		
				Resilience			
		Resilience	Resilience	Bemocracy	Resillence Responsibility	Resilience Responsibility	Resilience Responsibility
		Unit: TONE	Unit: TONE	Unit: TONE			
		Lesson:	Lesson:	Leccon:			
		Lesson: How did Henri Matisse use	Can I use tone?	<u>Lesson:</u> Can I use tone in a final			
		tone?		piece?			
			NC Link: to develop a wide				
		NC Link: to develop a wide	range of art and design	NC Link: to develop a wide			
		range of art and design	techniques in using colour,	range of art and design			
			pattern, texture, line, shape, form and space	techniques in using colour, pattern, texture, line, shape,			
	ign	shape, form and space	to use drawing, painting	form and space			
	Design	to use drawing, painting	and sculpture to develop	to use drawing, painting and			
	જ		and share their ideas,	sculpture to develop and			
	Art		experiences and	share their ideas,			
		experiences and	imagination	experiences and imagination			
		imagination taught about the work of a range of artists	Liberty	Liberty			
		-	Responsibility	Responsibility			
		Liberty					
		Respect					
		7			l	I	l .

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				<u>Unit: Food</u>	Unit: Food	<u>Unit: Food</u>		
				Lesson: Research Where does food come from?	Lesson: Design What food should I make for an explorer?	Lesson: Make Can I make my skewers for an explorer?		
				Lesson: Research What makes a nutritious lunch?	Lesson: Design Can I design a food skewer for an explorer?	Lesson: Evaluate How successful were my skewers?		
	& Technology			NC Link: understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes	functional, appealing products for themselves and other users based on design criteria	NC Link: use the basic principles of a healthy and varied diet to prepare dishes select from and use a range		
	Design &			Cross curricular: Science- Nutrition	generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and	of tools and equipment to perform practical tasks evaluate their ideas and products against design criteria		
				Liberty	Cross curricular: Science- Nutrition	Cross curricular: Science- Nutrition		
_					Uborty	Liberty Liberty		
		Unit: Around the World	Unit: Around the World	Unit: Around the World				
		Lesson: Locational knowledge	Lesson: Human and physical geography	Lesson: Human and physical geography				
		Can I name and locate the continents and oceans?	What are the human features of China?	What physical features can be found in America?				
	Geography	NC Link: Name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the	NC Link: use basic geographical vocabulary to refer to human and physical features	NC Link: use basic geographical vocabulary to refer to human and physical features				
		United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Respect					

		Unit: Explorers			Unit: Explorers	Unit: Explorers	
		Lesson: Chronology			Lesson: Significant people and impact	Lesson: Consequence and legacy	
		Can I order significant explorers on a timeline?			Who were the Wright Brothers?	Who was Amelia Earhart and how did she affect the	
		NC Link: the lives of significant individuals in			NC Link: the lives of	future?	
History		the past who have contributed to national			significant individuals in the past who have contributed	NC Link: the lives of significant individuals in the	
Ī		and international			to national and	past who have contributed	
		achievements.			international achievements.	to national and international	
		Cross curricular: Maths				achievements.	
		Resilience			Respect	Resilence	
						Respect	
	Inspire Music hub- Drums	Inspire Music hub- Drums	Inspire Music hub- Drums	Inspire Music hub- Drums	Inspire Music hub- Drums	Inspire Music hub- Drums	
Music	Respect	Respect	Respect	Respect	Bespect	Respect	
	Unit: Gymnastics	Unit: Gymnastics	Unit: Gymnastics	Unit: Gymnastics	Unit: Gymnastics	Unit: Gymnastics	
	NC Link: developing balance, agility and coordination, and begin to apply these in a range of activities	NC Link: developing balance, agility and co- ordination, and begin to apply these in a range of activities	NC Link: developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple	NC Link: developing balance, agility and co- ordination, and begin to apply these in a range of activities	NC Link: developing balance, agility and coordination, and begin to apply these in a range of activities	NC Link: developing balance, agility and co-ordination, and begin to apply these in a range of activities	
	perform dances using simple movement patterns.	perform dances using simple movement patterns.	movement patterns. Cross curricular: Maths	perform dances using simple movement patterns.	perform dances using simple movement patterns.	perform dances using simple movement patterns.	
	Cross curricular: Maths	Cross curricular: Maths	Liberty	Cross curricular: Maths	Cross curricular: Maths	Cross curricular: Maths	
	Liberty	Liberty	Reilleen	Liberty Uncerty	Uborty	Liberty	
	Unit: Ceremonies	Unit: Ceremonies	Unit: Ceremonies	Unit: Ceremonies	Unit: Ceremonies	Unit: Ceremonies	
	<u>Lesson: W</u> hat is a ceremony is?	<u>Lesson:</u> What happens at an Aqiqah?	<u>Lesson:</u> What happens at a Bar Mitzvah and Bat Mitzvah ceremony?	<u>Lesson: W</u> hat happens at a Dastar Bandi?	<u>Lesson:</u> What happens at a Hindu wedding?	Lesson: Can I use what I have learnt to help me plan a ceremony?	
R	Liberty	Liberty	Respect	Respect	Respect	Literty	

	Jigsaw Unit: Dreams and Jigsaw Unit: Drea	eams and Jigsaw Unit: Dreams and	Jigsaw Unit: Dreams and	Jigsaw Unit: Dreams and	Jigsaw Unit: Dreams and
	<u>Goals</u>	<u>Goals</u>	<u>Goals</u>	<u>Goals</u>	<u>Goals</u>
PSHE	Lesson: What have I achieved so far? Choose a realistic goal and think about how to achieve it. Tell you things I have achieved and say how that makes me feel. Lesson: How can my goal? Persevere even we tasks difficult. Tell some of my strend learner.	Lesson: How can working with others help me achieve my goals? when I find rell you Recognise who it is easy for	Lesson: How can being part	Lesson: What have I achieved this term? Work cooperatively in a group to create an end product. Explain some of the ways I worked cooperatively in my group to create the end product work with other people to solve problems.	Lesson: What do I want to achieve next? Know how to share success with other people. Know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)