

How to Train Your Dragon by Cressida Cowell

Recommended Year Group: **Year 4**
Recommended Term: **Spring 2**
Recommended Edition: **9780340999073**



Unit overview

This six-week unit of work immerses children in the themes, language and characters of Cressida Cowell's *How to Train Your Dragon* – the first in the series of her novels about Hiccup, the young son of a Viking chief. The study of this text will develop reading comprehension, vocabulary and writing. Grammar and punctuation are examined within the context of the text – with the children interrogating how, why and to what effect they are used in the story. Children make connections between themes on a personal level with Hiccup and create varied, meaningful writing outcomes across various genres. The unit culminates in a final piece of writing whereby the children apply all that they have learned along the way with their hero, Hiccup. They will innovate a new short story version of the novel's ending to engage their friends. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **History** – The Viking invaders to Britain
- **Geography** – Routes from Scandinavia taken by Viking long ships to Britain
- **Science** – Mammals and adaptation
- **RE** – Viking gods and goddesses
- **DT** – Design and make Viking long ships or a set of runes
- **Art** – Viking/Norse art and design, including jewellery
- **SMSC** – Exploring relationships, personal challenge and perseverance
- **Drama** – Hot seating, working in pairs and groups; performing improvised scenes
- **Extra curriculum:** A trip to the Yorvik Viking Centre or a Natural History Museum to explore historical artefacts from the times of the Norse invaders

Related books for wider reading

- *Dragon Daughter* – Liz Flanagan
- *Dragonology: the complete book of dragons* – Dugald Steer
- *Beowulf* – Michael Morpurgo
- Other books in the *How to Train Your Dragon* series – Cressida Cowell

Curriculum coverage

Spoken language:

- Speak audibly and fluently with an increasing command of Standard English
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Ask questions to improve their understanding of a text
- Articulate and justify answers, arguments and opinions
- Participate in discussions, presentations, performances role-play, improvisations and debates
- Select and use appropriate registers for effective communication

Reading

- Discussing words and phrases that capture the reader's interest and imagination
- Identifying how language, structure and presentation contribute to meaning
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- Predicting what might happen from details stated and implied

Grammar, punctuation and spelling

- Using conjunctions, adverbs and prepositions to express time and cause
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Using an appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition

Writing

- Identify the audience and purpose for writing, selecting the appropriate form and using other similar models for their own
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and enhance meaning
- In non-narrative material, use simple organisational devices such as headings and subheadings
- Organise paragraphs around a theme
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Using and punctuating direct speech

Key questions

- What is a challenge?
- How can you empathise and work with others?
- Why is perseverance needed to get a job done?

Writing outcomes

- **Fact file** (session 5) – to inform
- **Written dialogue** (session 7) – to entertain
- **Hiccup's monologue** (session 10) – to explore the character's thoughts and feelings
- **Formal persuasive letter** (session 13-14) – to persuade
- **Hiccup's diary entry** (session 17-18) – to explore change in the character's thoughts and feelings
- **Description of a sea dragon** (session 19) – to imagine
- **Final piece: first person narrative from Hiccup's POV or continuing the story** (sessions 26-30) – to entertain

Essential teaching guidance

- Whole class guided reading and writing outcomes are interwoven throughout the sessions. All elements of the English curriculum are covered, including opportunities to immerse pupils deeply in the text as they explore personal challenges along with the main character.
- Many sessions encompass discussing and writing about characters' feelings and how they are approaching and dealing with situations. Thus, there are SMSC links throughout.
- Teachers may want to include the use of some film stills or clips from the popular *How to Train Your Dragon* films but be aware that the storylines in the films are very different from Cressida Cowell's novels.

Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- explore their understanding of and reflect upon personal challenge
- create a group/class 'Role on the Wall' of Hiccup
- analyse how Cressida Cowell uses language to reveal character
- explore how the Viking boys are challenged; make comparisons between characters
- compile a fact file card of a dragon, using ideas from cards in the novel

Chapter focus: 1–2

Resources provided:

- A note from Hiccup (preface)
- Illustrations of what a cliff face looks like
- Identifying prepositions in sentences
- Prepositions word bank
- Exploring prefixes activity
- Illustrations of dragons
- Blackline master – fact file card

Week 2

Objectives and outcomes summary

This week the children will:

- explore how dialogue is used to convey character
- rehearse how to write dialogue (direct speech) accurately
- have opportunities to orally present a conversation in role
- explore the question: What is a hero? Explore themes and ideas from other contexts
- develop understanding of character and plot
- reflect on the main character and write a monologue

Chapter focus: 3–8

Resources provided:

- An example of dialogue
- Monologue
- Internet links

Week 3

Objectives and outcomes summary:

This week the children will:

- explore the concept of motivation, including in relation to animals
- develop an understanding of characters' feelings
- widen understanding of plot and characters
- sequence (and display) key events

Chapter focus: 9–10

Resources provided:

- Internet website links
- Persuasive openers
- Teaching slides

Week 4

Objectives and outcomes summary:

This week the children will:

- develop an understanding of the predicament in which Hiccup finds himself
- develop an understanding of the plot, listing key points
- show understanding of Hiccup's dilemma by writing a persuasive letter
- redraft writing to improve persuasive language and formality; produce an edited and improved letter
- understand characters' feelings by writing a diary entry
- explore the impending threat of the sea dragons and make predictions
- read dialogue and extend this into a partner/group drama task
- have opportunity to 'free write' a description

Chapter focus: 11–12

Resources provided:

- Feelings word bank
- Dragon description generator
- Teaching slides

Week 5

Objectives and outcomes summary:

This week the children will:

- explore the ways in which characters change their perceptions of Hiccup
- develop further understanding of different characters and the plot
- evaluate Hiccup's plan and innovate new ideas
- visualise and reflect on the dragons' battle from different perspectives, including using drama
- evaluate Hiccup's character
- plan the main events of a narrative and have a choice of planning format

Chapter focus: 12–19

Resources provided:

- Examples of story planning formats
- Teaching slides

Week 6

Objectives and outcomes summary:

This week the children will:

- Reflect on what they have learned about Hiccup in his journey to become a hero. Children plan their own short story. This could be planned using a range of different planning tools or formats
- Draw on their reading as a model for their own writing. Children will draft, edit and publish a story that documents Hiccup's exploits in the final battle with the sea dragons. They will be able to follow the original plot structure to resolve their story – as well as use some of Cressida Cowell's original characters

Chapter focus: 1–19

Resources provided:

- Teaching slides

How to Train Your Dragon by Cressida Cowell

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| Learning objective | To compile a fact file card |
| Outcomes | Fact file card. |
| Key vocabulary | Non-fiction, fiction, facts, information, statistics, purpose, engaging the reader |
| Key questions | <ul style="list-style-type: none"> • What is the purpose of fact file card? • What information is necessary? • How can information be presented best to engage the reader? • Why is there a full sentence description included, as well as the list of details and other statistics? |
| Activities | <ul style="list-style-type: none"> • Review information pages and fact files of The Common or Garden/Basic Brown, Gronckle and Monstrous Nightmare on pages 25, 36 and 108 (or use Teaching slides). Discuss the purpose of a fact file card in giving the reader an overview of each type of dragon's characteristics, including a labelled sketch of each too. • Children have copies of two of the dragons (two on a page) to view. • Begin by asking retrieval questions, e.g. <i>Which dragon is prone to dragon ache? Which dragons are the best kind for family pets?</i> • From the examples, reflect on what children know so far, e.g. the Gronckle has '3' for hunting ability whereas the Monstrous Nightmare has '10' (It's amazing to watch!). Compare and contrast the strengths and abilities of each. • From the general overview of The Common dragon on page 25, refer to 'They are poor hunters, but they are easy to train.' <i>How can using a wide range of conjunctions extend sentences and give the reader more detail about the dragon?</i> Model further examples, e.g. 'The Fearless dragon could take on anyone <u>because</u> it had savage fangs.' • Talk partners discuss further details of the dragons shown, and then about what is appealing about the presentation and format of the fact file cards, i.e. not just the content. • Display a variety of further images of dragons on Teaching slide 10, from the internet and in books for additional ideas, so children can generate ideas for a new dragon. Quick sketches help visualise the features to include. Children |

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| | <p>could do their sketch directly into the illustration box on the blank fact file (Pupil resource: Fact file). Give talk partner time to critique and add-on ideas.</p> <ul style="list-style-type: none"> ● Generate success criteria from the discussion re layout and organisation (see Teaching slide 11). <i>How can presentational devices help improve reader appeal?</i> ● Ask children to identify noun phrases, such as ‘snot green’ and ‘bogey beige’ from the book examples. The words used are more interesting for children as they are more revolting sounding than just ‘dark green’. Details such as ‘spike on his neck’ and ‘flame-proof’ are specifics related to dragons. Children discuss these features and language choices in order to prepare and take inspiration for their own fact file. ● Talk partners orally describe their new dragons to each other, including the adjectives, noun phrases, statistical information they will include, as well as an overall ‘3–5’ sentence general description (at the start), starting with ‘The X dragon is...’. ● Add to success criteria for their writing, including ambitious vocabulary choices. ● Children start writing their own fact card. ● Hear some of the children’s descriptions and peer assess as time allows. They should reflect on whether their fact file serves its purpose – <i>what is good and what should be improved?</i> ● Plenary: view further dragon illustrations or short film clip to give additional ideas for writing. |
| Teacher guidance | <ul style="list-style-type: none"> ● This lesson focuses on the different types of dragons found in the cave before children create their own dragon. ● Clip art illustrations and short clips from dragon films/cartoons are great stimuli for writing. ● Further session on fact files to follow, including time to edit and improve writing. |
| Resources needed | <ul style="list-style-type: none"> ● Copies of the novel and specific pages noted. ● Teaching slide 10: Dragon fact files ● Teaching slide 11: Create a fact file about your own dragon! ● Teaching slide 12: Dragon illustrations. Can also search Internet for pictures. ● Pupil resource: Fact file |

Curriculum coverage

- Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- Discussing words and phrases that capture the reader's interest and imagination.
- Discussing and recording ideas.
- In non-narrative material, use simple organisational devices such as headings and subheadings.
- Organise paragraphs around a theme.

Embedded grammar

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- Using conjunctions, adverbs and prepositions to express time and cause.

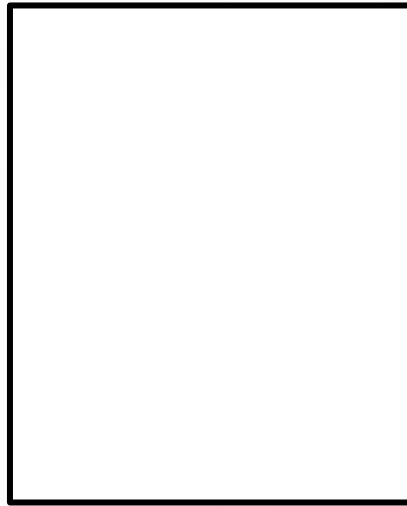
Create a fact file about your own dragon!

- **Purpose:** to inform others about your dragon
- **Audience:** other Vikings!

Discuss the following to create success criteria together:

- Who is a fact file for?
- What does a fact file do?
- How can layout and presentation help guide the reader?
- How can I be ambitious with vocabulary to engage the reader?
- Which adjectives, noun phrases and statistics will I use?

THE _____



STATISTICS

COLOURS:

ARMED WITH:

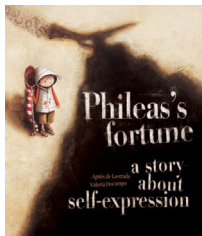
FEAR FACTOR: .. _____ SPEED: _____

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Phileas's Fortune by Agnès de Lestrade and Valeria Docampo

Recommended Year Group: **Year 4**
Recommended Edition: **9781433807923**



Unit overview

This six-week unit is a study of *Phileas's Fortune* by Agnès de Lestrade and Valeria Docampo, a story about self-expression, translated from the French *La Grande Fabrique de Mots*. The plot explores themes of self-expression, class and equality, linking with power and communication. The sequence of learning will develop pupils' understanding of story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The final piece of writing will draw on much of what the children have learned across this learning journey. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **Philosophy/SMSC** – relating the book to themselves and the world, relationships, feelings, family, society, self-expression, power, communication, values, freedom of speech, class and equality, love.
- **P4C** – If we had to live with a restriction to the words we could use, how would this affect our ability to communicate?
- **Maths** – place value, money (value of words), time, problem solving
- **Science** – sound
- **STEM** – architecture (structure of factory, spiralling stairs in Phileas' home)
- **Computing** – 'The Big Word Factory' app
- **Art** – inspiration from everyday life as per illustrator, use of colour to highlight detail
- **Drama** – role play, hot seating
- **French** – links across languages curriculum and 'La Grande Fabrique de mots'
- **Geography** – pollution and the environment

Related books for wider reading

- *The Truth Pixie* by Matt Haig

Curriculum coverage

Spoken Language:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English

Reading:

- identify themes and conventions in a wide range of books
- discuss words and phrases that capture the reader's interest and imagination
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas and summarising these
- identify how language, structure, and presentation contribute to meaning
- participate in discussion, taking turns and listening to what others say

Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use fronted adverbials and using commas after fronted adverbials
- use and punctuating direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

Writing:

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- assess the effectiveness of their own and others' writing and suggest improvements
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Key questions

- How do you express yourself?
- How important are words?
- How does translation affect meaning?
- How can language and vocabulary affect your position in society?
- Is what we have in our hearts more valuable than material wealth?
- Should richer people have different rights to poorer people?
- Do wealthier people have access to the best language in our society?

Writing outcomes

- **A narrative setting description** – to describe and entertain
- **An internal monologue with choice of character** – to entertain and explain
- **A prediction** – to explain and describe
- **An internal monologue as main character** – to explain and entertain
- **A formal letter** – to inform and persuade

Essential teaching guidance

- This is a high-quality picture book, with themes to explore throughout, allowing plenty of time to discuss and draw inferences through the images is important and how the images and words work together to create meaning.



Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- infer meaning and build clues for predictions
- analyse text and accompanying illustrations, asking questions to improve understanding
- discuss, compare and use adjectives and descriptive phrases, considering the impact on the reader
- write descriptively to engage a reader in the form of a setting description as part of a narrative

Resources provided:

- Pupil resource – See/Think/Wonder
- Pupil resource – Image of Phileas
- Pupil resource – Image of the land
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary

This week the children will:

- explore categorisation and interpretation of words
- empathise with characters by experiencing what it's like to live with restricted use of language
- write an internal monologue in role with a choice of character

Resources provided:

- Pupil resource – Category word
- Pupil resource – Words to classify
- Teaching slides to support discussion

Week 3

Objectives and outcomes summary:

This week the children will:

- clarify understanding of the text and analyse language
- develop understanding of the meaning and purpose of words
- begin to philosophise on a social word gap being a result of culture, background, opportunities and education and begin developing an understanding that this can be influenced by the governance of a country.
- develop an understanding of some of the characters through inference, discussion and role play

Resources provided:

- Pupil resource – Comprehension questions 1
- Pupil resource – Comprehension questions 2
- Pupil resource – See/Infer/Wonder
- Pupil resource – Image of the woman
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- gain a deeper understanding of character, drawing on evidence and inference
- empathise with the character and prepare for writing in role
- write an internal monologue in role as the main character
- show comprehension through predictions justified with evidence of text linked inference

Resources provided:

- Pupil resource – Character questions
- Pupil resource – Monologue planning sheet
- Pupil resource – Comprehension questions 3
- Teaching slides to support discussion

Week 5

Objectives and outcomes summary:

This week the children will:

- philosophise around the themes and questions that the book raises
- reflect on the characters, plot and morals of the whole text
- explore the idea of freedom of speech/expression, linking to real life situations
- recognise the difference between fact and opinion and explore ways to manipulate the reader with the language used around these

Resources provided:

- Pupil resource – Cybele feelings
- Pupil resource – Feelings
- Pupil resource – Vocabulary gap information sheet
- Pupil resource – Fact or opinion?
- Teaching slides to support discussion

Week 6

Objectives and outcomes summary:

This week the children will:

- draw on reading as a model and contribute towards a shared write example of a formal letter of complaint
- plan, draft, edit and publish a formal letter of complaint

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| Learning objective | To develop a stronger understanding of the characters' thoughts and feelings and how these link to themes |
| Outcomes | To philosophise around the themes and questions that the book raises |
| Key vocabulary | Cherry, ruby, chimes, facial expression, compare, contrast, meaningful |
| Key questions | <ul style="list-style-type: none"> • How do you feel Cybele? • Is it how we say something rather than what we say that's most important? |
| Activities | <ul style="list-style-type: none"> • Re-read the second paragraph on page 23 ('Phileas takes a deep breath') and continue to read up to page 28 ('chimes!'). Display the first teaching slide and, as a class, discuss: <i>What do you think each of the characters are thinking? How do you think the words have affected Cybele? What do you think of the words?</i> • Move on to the next teaching slide and read 'cherry...ruby...chimes' together. <i>Why are they holding their hands like that? What do their facial expressions tell you?</i> • Ask the pupils to re-enact this scene to explore how Phileas says the words and how Cybele feels. <i>What do these words mean? Does it matter?</i> • Clarify definitions: <i>How do the words sound? What makes Cybele respond how she does, clasping her hands to her chest?</i> • Ask pupils to re-enact Oscar 'blurting out' to Cybele, and then Phileas 'uttering' to Cybele. Take it in turns to take the role of Cybele, to contrast and discuss how the words are said. Have pupils freeze frame and respond to 'thought tapping'. • Display the next teaching slide and provide the pupils with the Cybele feelings resource. You may wish to discuss some ideas briefly before giving the pupils time to complete the questions independently. • Display the next teaching slide, and revisit the question: <i>Is it <u>how</u> we say something or <u>what</u> we say that is most important?</i> Allow time for the pupils to really consider and explore this question, conducting a P4C-style enquiry. • Plenary – back in role play pairs, pupils to practise saying words that don't seem meaningful together but giving them meaning through the way they say them. |

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| Teacher guidance | <ul style="list-style-type: none"> ● Suggest that pupils could say their words to a chosen person for homework and could share how it went in the next session. ● You may wish to work in a larger space for the role play activities. |
| Resources needed | <ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – Cybele feelings |
| Curriculum coverage | <ul style="list-style-type: none"> ● Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● Ask questions to improve their understanding of a text ● Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence ● Predict what might happen from details stated and implied ● Identify main ideas drawn from more than one paragraph and summarise these ● Identify how language, structure and presentation contribute to meaning ● Participate in discussion about books that are read to them and books they can read for themselves, taking turns and listening to what others say ● Identify themes and conventions in a wide range of books ● Participate in role play, improvisations and debates |

Think about:

- What do you think each of the characters are thinking?
- How do you think the words have affected Cybele?
- What do you think of the words?



Use with
Session 21

How do you feel, Cybele? What made you feel that way?



The Day I Was Erased by Lisa Thompson

Recommended Year Group: **Year 4**
Recommended Edition: **9781407185125**



Unit overview

This six-week unit is a study of *The Day I Was Erased* by Lisa Thompson, a story of family, friendship and finding your place in the world. The plot follows Maxwell, an 11-year-old boy who is always in trouble until he comes across a cabinet of curiosities and finds himself erased from his life, as if he'd never existed. It's not long before Maxwell starts to miss his old life, and it becomes clear that he had more of an impact on those around him than he thought – is there a way to reverse what happened to him? The sequence of learning will develop children's understanding of the story, characters, themes and language, with a focus question each week based on a writing technique. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience.

Themes and cross-curricular links

- **History** – Roald Amundsen, the Mary Celeste, Amelia Earhart, Louis Le Prince and others who are 'missing'
- **Science** – Survival and adaptation – would historical figures survive in today's world if they went missing? Scientific events where some have been 'transported' rather than erased (Laika the Russian astronaut dog who did not return from space). Discuss the role of science and time-shifting/transportation.
- **Art** – Whose portrait would you paint?
- **Drama** – Role on the wall, hot seating and conscience alley
- **DT** – Design and make an egg like Reg's with an opening device
- **SMSC** – Family, friendship, closure, and the importance of our elders

Related books for wider reading

- *Honey, I Shrank the Kids* by Hiller and Hiller
- *To Be A Cat* by Matt Haig
- Non-fiction related to Roald Amundsen, the Mary Celeste, Amelia Earhart and Louis Le Prince

Curriculum coverage

Spoken language:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of standard English

Reading:

- identify and discuss themes, characters and plot – showing an understanding by answering questions
- summarise the main points from more than a paragraph and across a chapter (application of this through a range of strategies)
- justify opinions by articulating reasoned inferred responses in various ways including choosing the appropriate evidence from the text to support their points
- discuss the impact an author can have on their reader – be able to make comparisons within and across books

Grammar, punctuation and spelling:

- write grammatically accurate sentences using a range of co-ordinating and subordinating conjunctions, adverbials and noun phrases

- use a range of cohesive devices showing an awareness of how their writing is organised and related
- choose grammar and punctuation features to match the formality of a writing task
- show an understanding for using appropriate vocabulary throughout sessions
- demonstrate an understanding of how the writer can impact the reader through choice of sentence length, punctuation for effect and position of words in a sentence

Writing:

- write effectively for a range of purposes and audiences
- enjoy writing across a range of purposes – understanding the task, the purpose, the audience and the form
- use dialogue purposefully (convey character and/or move the action on)
- understand how to proof-read and have strategies for checking through own writing for accuracy and sense
- know how to improve their own writing – purposefully editing

Additional writing activities related to the focus questions

- **Week 1** – Choose a character you relate to and create a 'More about Me' fact file
- **Week 2** – Use the 'events sheet' and write in the role of characters from the book at these specific events
- **Week 3** – Recount the Centenary Ball's 'The Jed and Baz TV Roadshow' from a particular perspective
- **Week 4** – Write in role as one of 'The Missing'
- **Week 5** – Track the friendship of Maxwell and Charlie through the book, illustrating with emojis
- **Week 6** – How did you feel as a reader at the end of the book?

Key questions

- Is anyone ever truly satisfied with life?
- Is the grass ever greener on the other side?
- Can the younger generation learn about life from their elders?
- Do adults always know best?
- Did our historical ancestors pave the way for us, and will we continue to do the same for future generations?
- Is there a Reg in everyone's life, and should there be?

Writing outcomes

- **A diary entry character study** – to recount
- **A missing chapter in the style of the author** – to entertain
- **A comparative description** – to explain
- **A report in the form of an interview** – to entertain and inform
- **A speech to other Year 4 children** – to explain and inform
- **A letter to Charlie** – to persuade and explain
- **'Maxwell's top five'** – to explain and describe
- **A written analysis** – to describe and explain
- **A character discussion** – to inform and persuade

Essential teaching guidance

- Although the unit has been planned to last for six weeks, teachers should consider the needs of their class and in turn reshape the unit to best match. Some weeks have a strong focus on reading multiple chapters and this would be best done as a class rather than in small groups. Teachers could explore using this text to teach their reading objectives to the whole class (many resources are provided to do this) including focussing on content domain 2c – to summarise more than one paragraph. It is vital that Year 4 children can hold a chapter in their head and respond appropriately, showing an understanding of what has been read to them. Of course, there are some opportunities for 'deep reads' of specific pages to ensure objectives are taught.
- Lisa Thompson's style is incredibly easy to read aloud to children and teachers should enjoy this, particularly the humorous parts. This book should encourage children to want to read more similar books, before trying new genres.
- In addition to the key questions, each week has a focus question related to the learning that will take place. Displaying these weekly focus questions may support the children's understanding and ultimately ensure a more mature approach to a book study. The additional writing tasks could be shared as homework or as optional activities to support interventions.



Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- explore their understanding of characters and interactions between them
- identify and discuss Lisa Thompson's style as an author (how she engages the reader)
- explore cause and consequence within a plot
- recount a part of the story in the form of a diary entry

Resources provided:

- Pupil resource – Character tracker
- Pupil resource – Maxwell and Bex
- Pupil resource – Diary entry plan
- Teaching slides to support discussion

Key question:

What is the style of Lisa Thompson as an author and how does she create characters?

Week 2

Objectives and outcomes summary

This week the children will:

- identify the function of dialogue (to convey character and move the action on)
- explore the use of sentence structure – focus on the impact on the reader
- create predictions by writing the next chapter in the style of Lisa Thompson

Resources provided:

- Pupil resource – Events
- Pupil resource – Sentence analysis
- Pupil resource – Chapter 14 plan
- Teaching slides to support discussion

Key question:

How does Lisa Thompson create dialogue and how does this impact on the narrative – can we imitate her style?

Week 3

Objectives and outcomes summary:

This week the children will:

- deep read Chapter 16 – analyse the investigation notes
- investigate language and effect through the emotions of Maxwell
- write a comparative description for Maxwell since he has been erased
- visit the key questions and discuss views

Resources provided:

- Pupil resource – Matching emojis to events
- Teaching slides to support discussion

Key question:

How does Lisa Thompson weave emotions and actions through her chapters?

Week 4

Objectives and outcomes summary:

This week the children will:

- explore the historical links with Roald Amundsen, the Mary Celeste, Amelia Earhart and Louis Le Prince
- research through note taking – choosing a person of interest
- demonstrate knowledge of a historical person and event through a written interview
- explain why a historical person should never be forgotten through a short speech

Resources provided:

- Pupil resource – Historical interview
- Teaching slides to support discussion

Key question:

Why does Lisa Thompson include references to real historical people – how does this enhance the plot?

Week 5

Objectives and outcomes summary:

This week the children will:

- explore the relationship between Maxwell and Charlie
- identify with and demonstrate Maxwell's feelings in the form of a persuasive letter to Charlie
- explain the benefits of Maxwell being erased in the form of 'The Top 5' (to encourage abstract reflections as well as actual events/actions)

Resources provided:

- Pupil resource – Persuasive letter plan
- Pupil resource – Favourite parts
- Pupil resource – Egg template
- Teaching slides to support discussion

Key question:

How does Lisa Thompson portray the friendship between Maxwell and Charlie?

Week 6

Objectives and outcomes summary:

This week the children will:

- apply Lisa Thompson's style through writing a critical analysis of Charlie's letter
- explore the function of Reg's character through an explanation – 'Why did Lisa Thompson choose to include the character of Reg?'
- revisit the key questions and discuss views

Resources provided:

- Pupil resource – Loose ends
- Pupil resource – Reg's role
- Pupil resource – Why did Lisa Thompson include the character of Reg
- Teaching slides to support discussion

Key question:

How does Lisa Thompson tie up all of the loose ends in the plot – were you satisfied as a reader?

| | |
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| Learning objective | To research through notetaking and to carry out an interview |
| Outcomes | <ul style="list-style-type: none"> To research notes about a historical person To demonstrate knowledge of a historical person through a written interview |
| Key vocabulary | Reference, research, historical, people, enhance, plot |
| Key questions | <ul style="list-style-type: none"> Why does Lisa Thompson include references to real historical people – how does this enhance the plot? What is your name? When did you go missing? What were you doing at the time? What do people believe happened to you? How would you like to be remembered? What else would you like people to know about you? |
| Activities | <ul style="list-style-type: none"> Display the first teaching slide and ask children to briefly summarise each picture in pairs. Explain to the children that they are going to choose the person that they are most interested in and write their findings up in the form of an interview. Discuss what questions would need to be asked to discover the best information – they will be imagining they are interviewing Roald Amundsen, the captain of the Mary Celeste, Amelia Earhart or Louis Le Prince. Display the next teaching slide to support children. Children could use the Historical interview resource as a scaffold to complete the interview. |
| Teacher guidance | <ul style="list-style-type: none"> This session will need to begin in an area where children have access to Internet-enabled devices so that they can research the historical person of their choice. You may give the children the Historical interview resource or let them write their own questions. The resource can have additional rows inserted for children's own questions. |

| | |
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| Resources needed | <ul style="list-style-type: none">● Teaching slides● Pupil resource – Historical interview |
| Curriculum coverage | <ul style="list-style-type: none">● Choose grammar and punctuation features to match the formality of a writing task● Show an understanding for using appropriate vocabulary throughout lessons● Enjoy writing across a range of purposes – understanding the task, the purpose, the audience and the form |



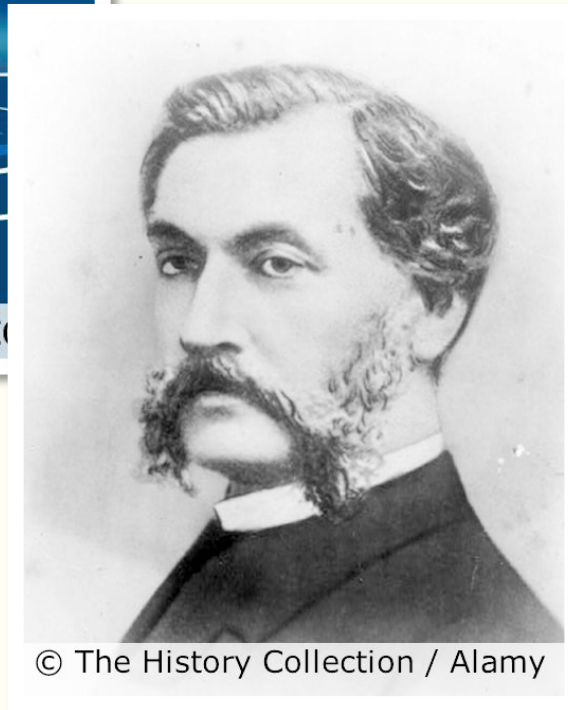
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Use with
Session 19

I can demonstrate knowledge of a historical person in a written interview.

| | |
|---|--|
| What is your name? | |
| When did you go missing? | |
| What were you doing at the time? | |
| What do people believe happened to you? | |
| How would you like to be remembered? | |
| What else would you like people to know about you? | |
| | |

The Lion, the Witch and the Wardrobe by C. S. Lewis

Recommended Year Group: **Year 4**
Recommended Term: **Spring 1**
Recommended Edition: **9780006740582**



Unit overview

This six-week unit of work immerses children in the themes, language and characters of C. S. Lewis's *The Lion, the Witch and the Wardrobe*. They will use the text to develop their reading comprehension, vocabulary and writing. Grammar and punctuation are examined within the context of the text – interrogating how and why it's used by the author, and for what purpose in the story. They use this exploration to make connections with themes on a personal level and create varied, meaningful writing outcomes. The unit culminates in a final piece of work where the children apply all that they have learned in this story to create a non-chronological report to inform and guide a visitor to Narnia. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **History** – World War 2; the Blitz and evacuation
- **Geography** – Human and physical features of cities that made it essential for children to be evacuated.
- **Science** – Changing states (melting), thermal insulators
- **DT** – design and build an insulated bottle to keep a drink warm in Narnia
- **RE** – the theme of forgiveness and resolution across all major world religions, Christian symbolism
- **Art** – Blitz pictures using silhouettes and colour mixing
- **SMSC** – Relationships, change, hope, betrayal, temptation, good versus evil
- **Drama** – Performance of scenes from evacuation photographs, hot seating, conscience alley, role play
- **Music** – Vivaldi's *The Four Seasons*

Related books for wider reading

- *The Lost Magician* by Piers Torday
- *Nevermoor: The Trials of Morrigan Crow* by Jessica Townsend
- *A Place Called Perfect* by Helena Duggan
- *The rest of The Chronicles of Narnia* by C. S. Lewis

Curriculum coverage

Spoken language:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
- listen to and discuss a wide range of fiction and retrieve and infer information from these texts
- read books that are structured in different ways
- identify and discuss themes and conventions in and across a wide range of books
- check that the text makes sense to them, discuss their understanding and exploring the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

- discuss the words and phrases that capture the reader's interest and imagination
- predict what might happen from details stated and implied
- identify the main ideas drawn from more than one paragraph and summarising these
- identify how language, structure and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Grammar, punctuation and spelling:

- spell further homophones
- spell words that are often misspelt
- use the first two or three letters of a word to check its spelling in a dictionary
- use fronted adverbials and punctuate these accurately
- use and punctuate direct speech
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use a wider range of conjunctions

Writing:

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and recording ideas
- create settings, characters and plot in narratives
- use and punctuate direct speech accurately
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing of sentence structures
- organise paragraphs around a theme
- assess the effectiveness of their own and others' writing and suggest improvements
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors

Key questions

- What are the most important themes that we see throughout the book?
- How does the character of Edmund change as the text progresses?
- Are things always as they seem?
- Does good always overcome evil?
- How do the relationships between the siblings change?
- Are there any lessons we can learn from this story?

Writing outcomes

- **Character spider diagram** (session 3) – to inform
- **Thought bubble from the perspective of Lucy** (session 4) – to recount
- **Diary Entry as Lucy of her meeting with Mr Tumnus** (session 7) – to recount
- **Letter Home as Lucy** (sessions 12 and 13) – to reflect and recount
- **Writing in the style of the story about what happened to Mr Tumnus** (sessions 14 and 15) – to recount
- **Mind map of the Key Events of Chapters 7 and 8** (session 16) – to summarise and recount
- **Monologue from Edmund's perspective** (session 19–21) – to reflect and recount
- **Spider diagram about changes in Peter's character** (session 22) – to reflect
- **Paragraph from the point of view of Aslan or the White Witch regarding the fate of Edmund** (session 24) – to persuade
- **Haiku** (session 25) – to recount
- **Travel guide to Narnia** (sessions 28–30) – to inform

Essential teaching guidance

- As the reading and writing are closely related, it would be optimal to have guided reading and English lessons happening at the same time. The guided reading session could be used to look at the reading more deeply (i.e. ask SATS-style questions, available in the teaching slides) and the English could be used for the role play, discussion, writing activities, etc. as outlined in the unit.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.

Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- explore their understanding of World War 2 and evacuation
- understand the feelings and emotions of evacuated children through a range of drama activities
- explore similarities and differences between the Pevensie children
- develop an understanding of how C. S. Lewis uses language to reveal character
- explore the thoughts and feelings of Lucy Pevensie

Resources provided:

- Pupil resource – Evacuee thoughts
- Pupil resource – Spider diagram template
- Pupil resource – Lucy's thoughts
- Pupil resource – Teaching slides to aid discussion

Week 2

Objectives and outcomes summary

This week the children will:

- use drama conventions such as hot seating to explore the thoughts and feelings of characters
- create a diary entry in character as Lucy
- develop a deeper understanding of themes present in the story, such as compassion
- understand the style of the author – use of powerful word choices, descriptive prose and dialogue
- use guided reading to develop an understanding of different characters and what they are going through

Resources provided:

- Pupil resource – Text extracts
- Pupil resource – Senses grid
- Pupil resource – Point, evidence, explain chart
- Teaching slides to aid discussion

Week 3

Objectives and outcomes summary:

This week the children will:

- gain an understanding of the choices Edmund makes and the impact of this on the story
- use drama to role play
- develop a deeper understanding of themes present in the story, such as temptation
- analyse and explore Lucy's feelings about her siblings at this point in the story, writing a letter home in character
- write dialogue in the style of the story
- write direct speech and be able to punctuate this accurately
- play with language and punctuation to mimic the style of C. S. Lewis's writing.

Resources provided:

- Pupil resource – Letter planning sheet
- Teaching slides to aid discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- create a mind map to describe/summarise events
- continue to explore the roles/characters of the Pevensie children
- look at the themes of betrayal and love/forgiveness through critical thinking linking the Christian message to the text
- investigate, compare and contrast Father Christmas and The White Witch
- plan and draft an internal monologue about Edmund's feelings of loneliness and regret

Resources provided:

- Pupil resource – Mind map template
- Pupil resource – Gift support sheet
- Pupil resource – Examples of monologues
- Teaching slides to aid discussion

Week 5

Objectives and outcomes summary:

This week the children will:

- write the final draft of the monologue to show Edmund's predicament
- proofread and edit their own work and that of their peers
- further explore the writer's intentions in portraying a character
- understand how characters' viewpoints change through a story
- understand how we use language to persuade and describe
- debate whether good is more powerful than evil
- write to persuade as either Aslan or the White Witch, based on the debate
- carefully select language and make powerful choices when writing to engage their reader
- write a haiku

Resources provided:

- Pupil resource – Three stars and a wish feedback sheet
- Pupil resource – Haikus
- Teaching slides to aid discussion

Week 6

Objectives and outcomes summary:

This week the children will:

- produce a simple storyboard to show the events of chapter 15
- revisit the themes of betrayal, love, forgiveness and friendship
- reflect on and evaluate the story as a whole
- draw on their reading as a model for their own writing and create a travel guide for those who find themselves unexpectedly in Narnia
- consider the characteristics of a travel guide

Resources provided:

- Pupil resource – Storyboard template
- Pupil resource – Travel guide planning sheet
- Pupil resource – Travel guide example
- Teaching slides to aid discussion

| | |
|--------------------|---|
| Learning objective | Secure development of characterisation and choose vocabulary to engage and impact the reader |
| Outcomes | To write a letter home written from the point of view of Lucy |
| Key vocabulary | Superior, snigger, savagely, beastly, irony |
| Key questions | <ul style="list-style-type: none"> ● How do Edmund's actions reinforce what we already know about his character? ● What kind of dilemma do Susan and Peter find themselves in? ● How would Lucy be feeling when Edmund lied about his visit to Narnia? ● How would Lucy's feelings affect her relationships with her siblings? ● Why do the class think the Professor was willing to believe Lucy's story? ● The Professor says that 'nothing is more probable than that there could be other worlds just round the corner'. What does he mean by this? |
| Activities | <ul style="list-style-type: none"> ● Teacher to read Chapter 5 up to 'talking about it in whispers long after she had gone to bed'. Why did Edmund lie? Children to talk to partners. How do Edmund's actions reinforce what we already know about his character? Think, pair, share. Have you ever done something like this? Or had it done to you? Why do siblings behave in this way to one another? Discuss that Edmund is not necessarily a bad character, but his choices are influenced by the way he feels about his brother and sisters. Discuss whether the children think that Edmund will do what the White Queen wants. Ask them to give an opinion with reasons/evidence from the text. ● Tell the children that in the previous session, character dilemmas were discussed (whether Edmund should accept the White Queen's food and drink). At this point in the story, Peter and Susan have a dilemma. Lucy is usually a truthful girl; this has been repeated on many occasions by the author, but she is thought to be a liar as her story is so fantastical. However, Edmund seems to be telling the truth when he is in fact lying. Tell the children that this is called dramatic irony; what Peter and Susan are thinking at this point in the story is the exact opposite of what the reader knows is true. |

- Explain to the children that they are going to look more closely at the relationships between the Pevensie children. **How would you describe Susan and Peter?** Children to talk to partners.
- Take each of the Pevensie children in turn and discuss how Lucy feels about them at this point in the story, for example Peter as the oldest looks after Lucy and is often protective of her. Use the text to provide evidence of this – Peter turns on Edmund ‘savagely’ when he feels Edmund has gone too far. Susan mothers Lucy – Edmund accuses her of trying to ‘talk like mother’ in Chapter 1. Susan is a gentle character and Lucy usually gets on well with both her and Peter. Edmund seems to be set apart from the others and is less likeable. He uses words unkindly and looks to undermine his siblings and finds the negative in situations. He is always grumbling and sulking.
- Explain to the children that over these two sessions they will be writing a letter home from the point of view of Lucy. She will be writing to her mother. In one session children will plan the letter, and in the next they’ll write the letter. Refer the children back to the earlier sessions and the language that was used by real evacuees to describe their experiences, for example ‘charabanc’ and ‘agog’. The children may wish to use some of this language in their writing.
- **Do you think that she would tell her mother about Narnia?** Collect ideas for and against doing this. Children can make the decision as they write whether they discuss the visit to Narnia.
- **What kind of things would Lucy want to talk about in her letter – the Professor, his home, the isolation in the house and the staff who are there?** Most importantly, Lucy will need to discuss why she is upset at her siblings. She may wish to ask advice on a potential solution to her worries.
- Thought shower the key features of an informal letter – address, date, paragraphs around a theme clearly laid out for the reader to understand, first-person and chatty style.
- Teacher to model the opening to the letter. This can be done as a shared writing opportunity. It can be used to ‘think out loud’ your thoughts as you edit and refine the opening paragraph. Using your model as a guide, allow the children time to write their own opening paragraph onto the planning sheet (Pupil resource).
- As the children will be continuing the letter, they need to think about the reason for Lucy writing to her mother (her father is away at war so it is unlikely she would write to him). **What is Lucy’s main concern?** Think, pair, share relevant ideas and vocabulary.
- Allow children to draft the next paragraph onto their planning sheet. **How have her siblings reacted to her? How**

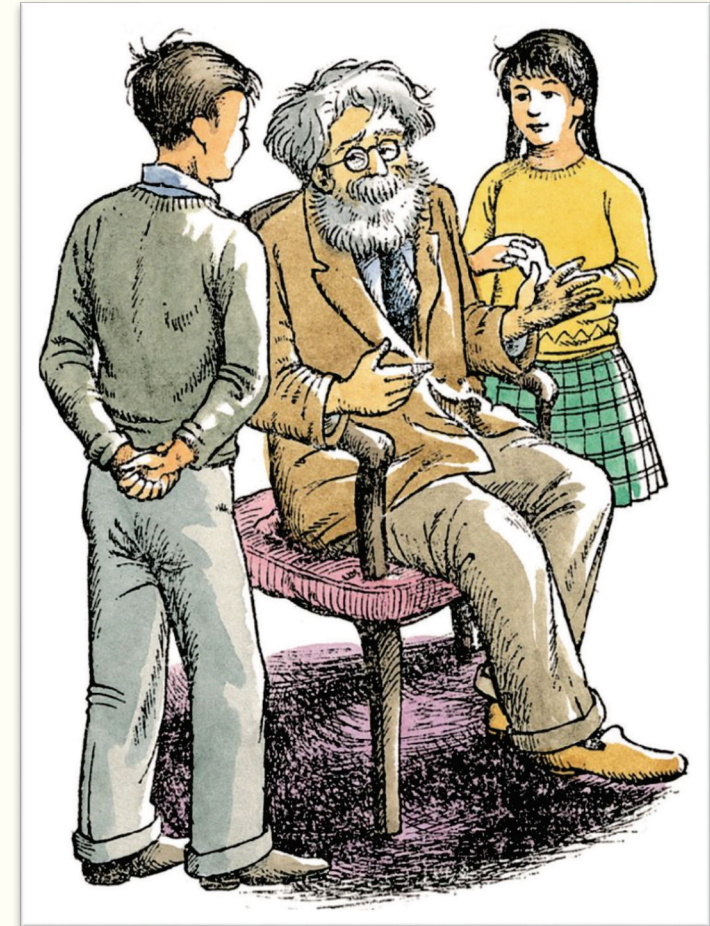
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| | <p>does this make her feel? Allow children to add to their plans through mini plenaries, and peer feedback.</p> <ul style="list-style-type: none"> ● Allow time for the children to complete their planning sheets. Can you add powerful vocabulary? A simile? ● The final paragraph can be used to add further details as Lucy. This could be advice regarding a solution Lucy has come up with, or a discussion of other things that she may wish to talk to her mother about to stop her mother from worrying. These can be inferred from the text, for example she may wish to discuss the positives of sharing a bedroom with her elder sister, the wonderful opportunities for exploring, or the wildlife around the Professor's home. ● How would she sign off the letter? Would she add a complimentary closing statement? Discuss and ensure that the children have all the components of their letter on the plan ready to write in the next session. Agree success criteria for the letter. Emphasise that the children need to sound like Lucy. There should be no modern-day references. ● Use the following session to write the final draft of their letter. Remind the children of the success criteria throughout and once again give the children time to read and feedback on each other's work. Share the final drafts. Evaluate their effectiveness. Do they sound like Lucy? ● Teacher to read from 'The result was the next morning they decided that they really would go and tell the whole thing to the Professor' up to 'And that was the end of that conversation'. ● Display the teaching slide. Plenary – the Professor says that 'nothing is more probable than that there could be other worlds just around the corner'. What does he mean by this? Why do you think he was willing to believe Lucy's story? Discuss and share ideas. ● Teacher read to the end of the chapter. |
| Teacher guidance | <ul style="list-style-type: none"> ● The purpose of the writing is to explore Lucy's feelings about her siblings at this point in the story. There are two sessions to allow the children time to draft, write, share and improve in light of feedback. |
| Resources needed | <ul style="list-style-type: none"> ● Teaching slide ● Pupil resource – Letter planning sheet |
| Curriculum | <ul style="list-style-type: none"> ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences |

coverage

with evidence

- Identify how language, structure, and presentation contribute to meaning
- Articulate and justify answers, arguments and opinions
- Predict what might happen from details stated and implied
- Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- Discuss words and phrases that capture the reader's interest and imagination
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

- The Professor says that ‘nothing is more probable than that there could be other worlds just round the corner’.
- What does he mean by this?
- Why do you think he was willing to believe Lucy’s story?



Use with
Session 13

Which address will you use in your letter?

How will you begin your letter?

Paragraph 1:

Paragraph 2:

Paragraph 3:

How will you end your letter?
