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Introduction

About the series

Literacy Challenges is a series of six books specifically targeted at developing cross-curricular work from levels 1–6 across the 5–14 age range. Each book contains ‘Challenges’ with differentiated ability ‘Choices’.

The teacher can introduce these to the children who can then work independently, in pairs, or small groups to complete a series of set tasks. Each Challenge encourages the development of time management skills, thinking skills and independent research, which culminates in a specific end product such as a written report, a prepared presentation, a radio programme, or a short film, that helps show and assess the literacy and cross-curricular learning that has taken place.

The Challenges in each book are literacy projects where the pupils are encouraged to explore different curriculum areas in a variety of ways. These cross-curricular Challenges are designed to develop the pupils’ reasoning, cognitive skills and understanding of how subjects can link together and how the skills we learn in one area can be applied in another.

Each Challenge is designed to take three to six weeks, if timetabled on a twice-weekly basis, or as part of extra-curricular work if the children decide to carry out Challenges that result in different types of productions shared with others. The Challenges do not need to be carried out in any particular order and can therefore be chosen in accordance with the required curriculum planned for each term.

The books have links with the National Curriculum levels and Literacy Framework years 1–6, as a guide for teachers as to where they fit in the curriculum range. The challenges work well with children across the 5–14 age range as they can be used with the children who are working at the particular levels regardless of the year that they are currently in.

Book 1: NC levels 1/2
Book 2: NC levels 1/2
Book 3: NC levels 3 plus
Book 4: NC levels 4 plus
Book 5: NC levels 5 plus
Book 6: NC levels 6 plus

About each book

Each unit contains two Challenges that are presented in a specific format: a section of **Teachers’ notes**, the **Challenges** (each with three **Choices**) and **Activity sheets**. The teacher can choose which Choice the pupils do. Challenge 1 introduces the subject and Challenge 2 develops understanding of it further and encourages the children to develop their ideas about the area covered.

The Challenge

Each Challenge is divided into two parts: **Challenge 1** and **Challenge 2**. Challenge 1 will contain three Choices/activities that prepare the pupil for moving on to Challenge 2. These Choices often involve reading, discussion and research. Challenge 2 generally requires the pupils to use the information gathered in Challenge 1 to write, make or prepare something such as an advertising poster, a talk for younger children or a story.

The teacher will need to discuss each stage of the Challenge and Choice with the children making sure they understand what they need to do and how they are going to do it.

Teachers’ notes

These aim to support the teacher with the skills information they need for assessing and assigning levels. They are intended as a guide to the way the Challenges can be presented to children in the classroom or as cross-curricular extra activities.

The Teachers’ notes include the following information:

Purpose: this outlines the expected learning outcomes for each challenge and the skills opportunities in the Challenge that cover literacy and the different subject areas.

Preparation: this links to helpful hints in the Challenges and identifies some of the resources the teacher may need to provide for the children.

Main activities: these aim to show how the work can be organised and carried out. The guide also suggests which groups of ability could be directed to which Choice in each of the Challenges that form the unit. Teachers can plan the time they wish to take with each Challenge, when to introduce it to the children and how the Challenges can link with their curriculum planning and ‘Assessing Pupils’ Progress’.

Activity sheets

The Activity sheets are intended to be used by the children. They could be given out with the **Challenge cover sheet** to make a booklet for the pupil (with the **Challenge cover sheet** used as a cover page), thereby keeping all the materials together.

Action plan sheet

For Books 3–6, action planning can be included as part of each Challenge if desired. The completion of the Challenge

may take about three to six weeks if the pupils are given only set times each week for working on their tasks.

The sheet provides an opportunity for pupils to plan their work with definite starts, tasks and deadlines. The teacher needs to ensure that the pupils have planned out the tasks they are carrying out in a manner that is logical and will lead to successful completion of the unit.

Completing the sheet immediately after the Choices have been read and discussed allows the pupil and teacher to plan a suitable sequence of work to agreed deadlines. The teacher is also able to plan visits and visitors using this sheet with the pupils.

The teacher's role is to help the children to understand that action plans often need modification as the work progresses and that this is good practice, not a sign of failure. Children who are able to assess their own progress and adapt their planning tend to be those who have more success with completing the set tasks within each Choice. Once they have planned their work, the real work (as they will see it) can begin!

IMPORTANT: The teacher will need to ensure the pupils understand that they should not write to, contact or visit a potential source of information without the teacher's consent and guidance.

The skills sheets

These enable the children and teacher to identify the skills developed and practised whilst completing the Challenges. They are generic documents that cover all the Challenges and include subject areas that apply to the various tasks set.

The children can read the sheets and identify the skills they feel have been demonstrated. The children may feel that they have successfully demonstrated the skill or that they need more help with this type of skill. They can use the skills sheets to discuss their progress with their teacher. The teacher can record the level achieved as part of their ongoing assessment of the children's progress.

Organisation

Although the Challenges are designed to provide children with self-contained units of work that they can manage independently, it is essential that the teacher guides them through the whole process and tells them how much time will be allocated to the tasks each week.

Each Challenge could form part of a whole class topic with separate work being set where necessary to cover subject knowledge and skills. Alternatively it could form part of a regular weekly time slot allocated to the children in order for them to carry out more independent work.

They will, however, need the teacher to guide them through the research work and help them make contact with those



who can give them the help they need. The children should be encouraged to do their research and make any outside contacts under supervision in school.

Special consideration needs to be given to Internet research to ensure that only child-suitable sites are used. Internet sites recommended need to be looked at by the teacher in case they have been altered or changed. Sites can be put into the teacher's favourites and accessed with his/her supervision.

About the CD

This contains the **Challenges** and **Activity sheets** in colour so that so that they can be used on the Interactive Whiteboard, displayed to the children and used online if desired by teachers. The **Challenge cover sheet** and **skills sheets** could be used as an online record if teachers wish to save printing out paper although the cover sheet is a good idea if the children's work is being saved for evaluation or progress comparison at a later time in the year.

General comments

Children working on the Challenges may well find that they want to develop a particular aspect of the work that interests them. This should be negotiated with the teacher and put into their planning so that they can ensure they complete the tasks set in the Challenge Choice as well.

The Challenges can be used to develop aspects of the curriculum that the pupils are studying in more depth and from a different perspective. The cross-curricular approach enables the pupils to see that their literacy skills can be applied affectively in other areas of the curriculum and that there are connections between different subjects that help them to understand them better.

Our lunches

Teachers' notes

Skills opportunities in this Challenge

Literacy:

There are three main focuses in these Challenges:

1. The technical and scientific use of vocabulary of food types in **Challenge 1**.
2. Following instructions in a recipe accurately.
3. Recording and sequencing a series of events through pictures and/or writing to show what happened whilst making the pizza.

English:

- Speaking and listening – Children use a growing vocabulary in developing and explaining their ideas. They are aware that in some situations a more formal vocabulary may be used.
- Reading – They use a range of strategies to read unfamiliar words. They read instructions with understanding and accuracy.
- Writing – Their writing communicates meaning, sometimes using sentences with capital letters and full stops. The sequence of their sentences extends ideas logically.

Maths:

Children use maths as an integral part of classroom activities. They record information in simple tables, in order to communicate their findings. They use standard and non-standard units to measure.

PSHE:

The children learn about healthy foods so they can make simple Choices that will help them to develop a healthy lifestyle.

Guide to Teaching Challenge 1

Preparation:

This Challenge involves the children learning about the foods we need to stay healthy. The Challenge looks at lunch meals on one day for the children in the group. It is important the teacher emphasises that all the food groups do not have to be in one meal, but can be eaten over a whole day or a week.

It would be useful to have on display a chart with the different food categories on it, divided up to show the

proportion of each food category an individual should eat each day. There are several charts available, but the best for this age group is the type of chart that shows a large circle with one section showing the proportion of the circle that should be fats, the proportion of the circle for carbohydrates, proteins, fruits and vegetable and sugars...

Challenge 2 involves making a pizza...method one using a baguette as a base [much simpler and quicker], the second actually making the dough base.

Recipes for both are provided; though there may be alternatives that the teacher may prefer to use.

The intention is for the children to use weighing and measuring skills in the activity... either with standard or non-standard measures. The decision is up to the teacher, who knows the group of children concerned.

Introduction:

Show the children the chart with the different groups of foods in the different sections. Read together the names of the different groups of foods and ask the children what they know about the different food groups.

On the display wall make a heading for each group of food. Explain that to stay healthy we need to eat foods from all of the categories regularly.

Look in an adult's lunchbox and see what they have for their lunch today. Draw pictures of the different foods in the lunchbox and show the children the pictures [you could take a photograph or write the word if you prefer].

Ask the children to decide which group of food each one of the things in the lunchbox is in and get them to put the picture in the correct place.

Main activities:

Choices 1, 2 and 3 all involve the children looking at the contents of a school dinner or a lunchbox, taking photographs or drawing pictures of the items there and putting them into the correct food groups.

Less able children may need to sort the food into food groups before they draw. This can be done using a sorting tray with pictures of each food group in the tray sections after.

Activity sheet 1 has all the food groups listed, together with pictures of some foods from the food group to help.

Choice 1: Ask the children to look at the contents of a school lunch or a lunchbox. They must decide on the food groups and draw pictures of each food in the correct place on **Activity sheet 1**. [NB This can be a lunch for each individual

in the Choice group or can be one lunch that the whole group look at together. The teacher can decide which would be the most practical.]

Choice 2: This group are looking at two different lunches...a school dinner and a lunchbox. They are comparing the two lunches and deciding which lunch is the healthier of the two and why they think this.

Choice 3: The final, most complicated Choice is to compare three different meals.

It may help to use the teacher's lunch box, a school menu, menus found in a magazine or on a menu card. The focus again is on the comparison of the three meals to decide which of the three is the healthiest.

Discussion:

Ask the children what they have learned about the different foods that we eat.

Get them to talk for three minutes with a partner about all they have discovered about the food we eat.

Conclusion:

Plan a really healthy meal for a special occasion with the class.

If there is time they could make it!

Guide to Teaching Challenge 2

Preparation:

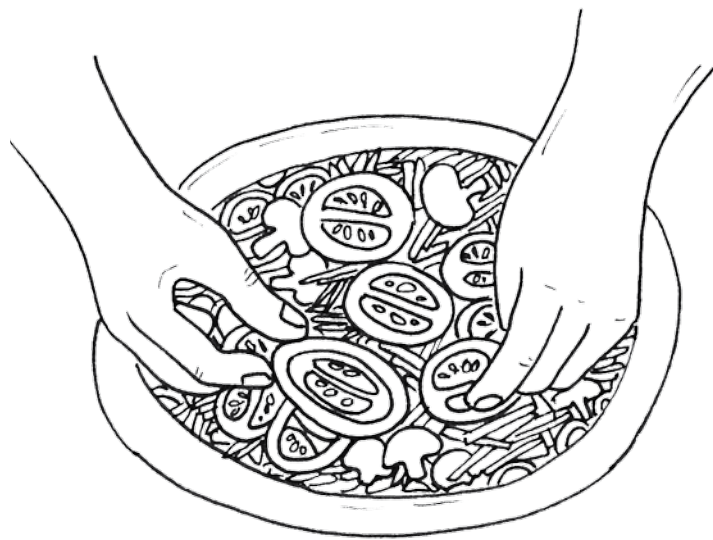
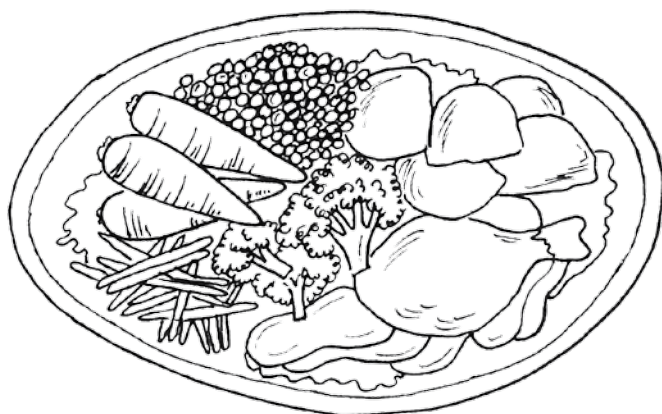
The children are following a recipe in this Challenge and the teacher needs to decide whether to follow the simple version, using a baguette, or the version that would require the children to make their own dough.

The recipe needs to be printed out on a card. An adult will need to help the group working on the recipe.

Introduction:

Explain that each group are going to make a pizza and that to do this they will need to follow a recipe.

Ask the class what a recipe is. You want them to say a recipe is a set of instructions used to mix ingredients together correctly to make a different food.



Main activities:

All the class in this Challenge will be making a pizza and tasting it. After they have tasted the pizza they will discuss whether they enjoyed it or not and why.

Choice 1: The children in this Choice make a pizza. They then taste the pizza and decide if they like it or not. They need to give reasons for their choice.

They are then asked to draw a series of pictures to show the sequence of what they have done. It would be nice to do this as a book, with numbers on each of the pages.

Choice 2: The children in this Choice make a pizza. They then taste the pizza and decide if they like it or not. They need to give reasons for their choice.

They are then asked to draw a series of pictures to show the sequence of what they have done. After this they add words or phrases to describe what they have done. It would be nice to do this as a book, with numbers on each of the pages.

Choice 3: The children in this Choice make a pizza. They then taste the pizza and decide if they like it or not. They need to give reasons for their choice.

They are then asked to draw a series of pictures to show the sequence of what they have done. It would be nice to do this as a book, with numbers on each of the pages. This group are asked to add sentences to describe what they have done. As the pictures are on separate pages, it would be good to have a sentence for each page [or maybe more], with a capital letter and a full stop for each sentence.

Discussion:

As a class discuss what the children liked or did not like about the pizzas.

What different toppings could they add to the pizza?

Conclusion:

Look at the books together that the class have made. See if a different group can understand the sequence of 'How to make a Pizza' from the books made.

Challenge 1

Our lunches

Aim: To look at the foods that we eat for lunch and understand the different types of food we need to stay healthy.

Helpful hints: Collect copies of the school lunch choices and children's menus from eating places – you may find some on the Internet. Find a poster that shows all the different food groups and how much from each food group we should eat each day.

Everyone: Talk about the different groups of food we need to eat to stay healthy.

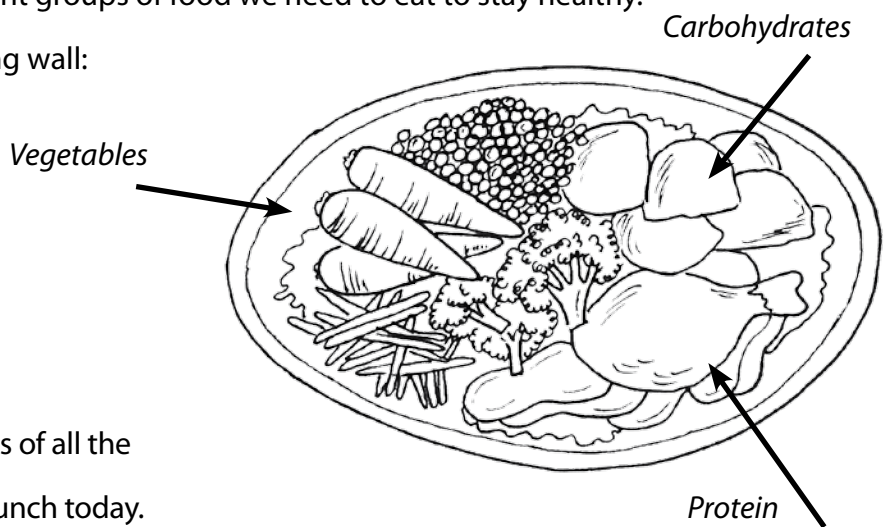
Make a list of them on the working wall:

- Milk and dairy
- Fats and sugars
- Meat and protein
- Carbohydrates
- Fruit and vegetables.

Draw pictures or take photographs of all the different things in your teacher's lunch today.

Where do these foods fit in the food groups? Put the pictures in the right food groups.

Is this a 'balanced' lunchbox?

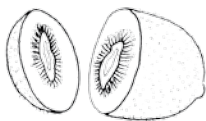


Choice 1 – with a partner

Using a real lunchbox or school dinner, decide on the groups of foods in the meal.

Using **Activity sheet 1**, draw pictures of each food in the right group.

Share your work with a partner.



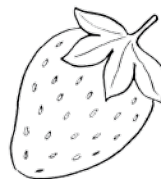
Choice 2 – with a partner

Using a real lunchbox or school dinner, decide on the groups of foods in the meal.

Using **Activity sheet 1**, draw pictures of each food in the right group.

Which meal is healthier?

Share your work with a partner.



Choice 3 – with a partner

Look at three different meals and decide on the groups of foods in each meal.

Using a copy of **Activity sheet 1** for each meal, draw pictures of each food in the right group.

Which meal is the healthiest and why?

Share your work with a partner.