

# Contents

<b>Introduction</b> .....	6
<b>Shapes and nets:</b> 2D, 3D shapes and tessellations .....	8
Literacy/English/Maths	
<b>Making a house:</b> different houses and an ideal village .....	18
Literacy/English/History/Geography	
<b>Saving the planet:</b> energy resources and saving energy.....	26
Literacy/English/Science	
<b>Different kinds of writing:</b> ways people communicate .....	36
Literacy/English/ICT	
<b>Happiness and sadness:</b> how pictures make you feel .....	48
Literacy/English/Art	
<b>Growing up and keeping safe:</b> how we change.....	58
Literacy/English/Science	
<b>The Good Samaritan:</b> helping others.....	68
Literacy/English/RE	
<b>Skills sheets</b> .....	80
<b>Action plan sheet</b> .....	83
<b>Challenge cover sheet</b> .....	84
<b>Websites and resources</b> .....	85

# 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.

# Different kinds of writing

## Teachers' notes

The purpose this unit is to encourage children to look at and identify the key features of different types of writing. Discussion opportunities will allow the children to explore the different forms of communication and the writing activities will encourage them to think about who they are writing for and the purpose of their writing.

## Skills opportunities in this Challenge

### Literacy:

The children will have lots of opportunities to look at the ways we communicate with each other. They will explore alternative ways of relaying information and in doing so will extend their own understanding of language and its importance. They will look at the different types of language we use for different purposes.

### English:

- Speaking and listening – The children can speak clearly and confidently in different contexts and explain what they have learned to others. They can listen carefully and respond with increasing appropriateness.
- Reading – The children will be able to read simple texts showing fluency and accuracy. They will be able to express ideas about events in non-fiction texts.
- Writing – The children's writing communicates meaning. They use simple monosyllabic words, which are usually spelt correctly.

### ICT:

Children will be able to talk about their experiences of ICT both inside and outside of school.

## Guide to teaching Challenge 1:

### Preparation

This Challenge gives the children the chance to explore the way people communicate with each other. It asks the children to think of their own ideas about how people communicate. It gives them a clue by asking them to think initially how people with disabilities might communicate. Some of the class may well know someone who uses sign language or Makaton. They may have seen it used on children's television.

Some may even be able to show the rest of the group how to sign some words.

If the teacher or another adult in the school can sign there would be a chance for the class to learn some signs at this point. The children may also have come across Braille, or know what it is.

Ask the class to think of other ways of sending messages. A good collection of books on communication or pages downloaded from the Internet will give the class some ideas of the more varied ways there are of communicating.

Here is a list of suggestions:

- Sign language
- Morse code
- Braille
- Semaphore
- Native American Tracking signs
- Guides/Scout tracking signs
- Signalling Flags used by the Royal Navy e.g. in the Battle of Trafalgar
- Sheep dog whistle commands
- Hand signals for example when directing aircraft round the runway
- Smoke signals
- Jungle drums
- Battle drum and trumpet signals
- Hunting horns.

### Introduction:

The initial part of **Challenge 1** asks the children to think about the different ways we communicate with each other. It asks the children to think about babies and how they communicate—some of the children will know about this. They may also know about someone with a disability and this would be a chance to share their way of communication. There is the chance to explore lots of other ways that people communicate with each other. The depth into which this is looked at is up to the individual teacher.

Some of the ideas listed above are fun to try or to watch... perhaps on video if not first hand. There may even be a parent or another adult in the community who could come and demonstrate one of these different methods of communication.

## Main activities:

There are four Choices for this Challenge. The first two Choices are based on simple letter /number codes... replacing A with 1, B with 2, C with 3 and so on.

The third Choice is more difficult and is based on Egyptian Hieroglyphs, which are a form of picture code.

**Choice 4** asks the children to research one of the following and report back to the rest of the class:

- Morse Code [using sound]
- Semaphore [using flags]
- Sign language [using movements of the hands and fingers]

All these Choices give the children experience of representing language in a different way to using letters. The children can complete one Choice each, or complete more than one if the teacher feels it is appropriate in this Challenge.

## Discussion:

Talk to the rest of the class about the form of communication you have learned about. Show the rest of the class how this form of communication works. Decide together what things are good about the form of communication you looked at. What things might be difficult when using it?

## Conclusion:

On your display wall show what you have learned about the different forms of communication.

## Guide to teaching Challenge 2:

### Preparation:

The children are looking at the key features of different styles of writing.

For the activity they will need to have a range of pieces to look at from the following suggestions: instructions, factual, poetry, description, and text message. [This is not a prescriptive list and can be amended to suit the needs of the class.]

The teacher will need to select the pieces carefully so the children can quickly pick out the key features of each style. Teachers may also decide to have pieces for children at different reading levels. There will need to be a number of copies for the class to look at when they are working with partners.

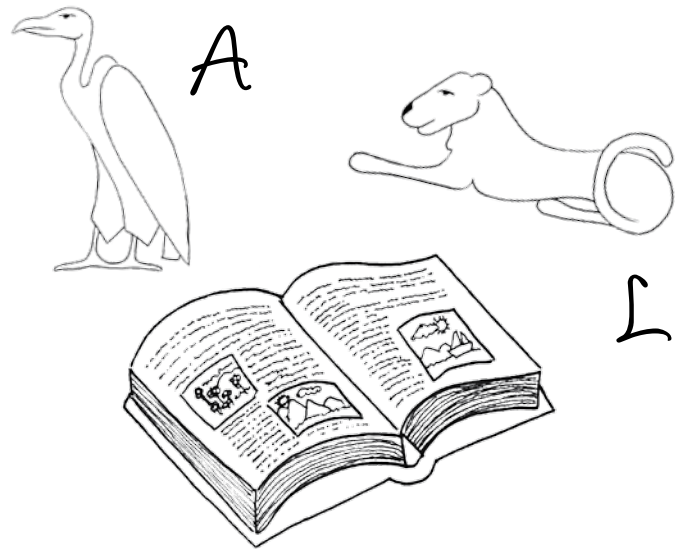
### Introduction:

Tell the children that with a talking partner, they are going to look at the different types of writing they have been given.

Ask them:

Which do you think is a set of instructions? Tell your partner.

What shows you something is a set of instructions?



What are the key features?

The children then feed back to an adult. Show on a display wall the key features of a set of instructions on a list of instructions.

The teacher can continue to identify one type of writing at a time, or let the children at this point look at all the pieces given and try to identify several types of writing at once.

At the end of the introduction, all the types of writing should be displayed together with their key features listed next to them.

## Main activities

**Choice 1:** This asks the children to choose one piece of the writing on the display wall and to write a piece in the same style. The teacher could choose the type of writing for everyone in this Choice, or let the children choose for themselves. Each child needs to understand the key features of their type of writing before they begin to write.

**Choice 2:** This asks the children to look at two different types of writing and to list the key features of each type on **Activity sheet 1**. The children then write in the style of one type of writing that they have chosen.

**Choice 3:** This asks the children to identify the key features of three different types of writing, using **Activity sheet 2**. The children then have to write about the same subject, 'My pet' using two different types of writing. It is important to talk with the children doing this Choice before they begin to write, so they have a clear idea of the way they will do their two pieces of writing.

## Discussion:

Share together some of the pieces of writing that the children have produced. Talk about the key features of each piece and whether they have been included by the writer.

## Conclusion:

Display the examples of different types of writing on the display wall.

## Challenge 1

# Different kinds of writing

**Aim:** To learn about different ways of communicating.

**Helpful hint:** For this task you will need to find as many different ways of communication as you can.

Here are some ideas to help you:

- Sign language
- Morse code
- Braille
- Semaphore
- Native American Tracking signs
- Guides/Scout tracking signs
- Signalling Flags used by the Royal Navy (e.g. in the Battle of Trafalgar)
- Sheep dog whistle commands
- Hand signals (for example when directing aircraft round the runway)
- Smoke signals
- Jungle drums
- Battle drum and trumpet signals
- Hunting horns.

You could invite a visitor to tell you more about sign language, Braille or Morse code.

**Everyone:** Talk about the ways people communicate with each other. They don't always need to speak to give a message to another person. Think about people with disabilities and how they communicate. Think about how babies communicate. Look at all the information you have on ways of communicating. List as many ways as you can that people use to send messages to each other.

Display your ideas on the display/working wall.

### Choice 1 – work with a partner

Decode the message and use the code to make your own message.

Using **Activity sheet 1**, look at the alphabet. Underneath write the numbers 1 to 26.

**A=1 B=2 C=3 D=4 E=5.**

Can you work out this message?

**8,5,12,12,15 8,15,23 1,18,5 25,15,21?**

Use this code to write a secret message for your friend.