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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 any person, place or website without the teacher's consent and guidance.

## The Skills sheets

These enable the children and teacher to identify the skills developed and practised while 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 first, 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 full colour **Activity sheets** 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 effectively in other areas of the curriculum and that there are connections between different subjects that help them to understand them better.

# Keeping fit and healthy

## Teachers' notes

The purpose of this unit is to encourage children to learn that it is important to keep themselves fit and healthy. They are challenged to look at physical development through nutrition and exercise. The literacy Challenge is to produce a magazine to provide good information for others about this aspect of healthy living. We avoid using the word 'diet' as this might have negative connotations; we instead talk about nutrition – food that helps to keep us healthy.

## Skills opportunities in this Challenge

### Literacy:

The children can participate in a whole class debate about keeping fit and healthy. They can make notes, spell familiar words correctly and use a range of appropriate strategies to edit and correct their work. They can use language to explain,

argue and persuade. They select words for different purposes and use a variety of structures to organise their work.

### English:

- Speaking and Listening – The children make contributions and develop their ideas. They take an active part in discussion and understand the ideas of others.
- Reading – They can identify key features of fact and opinion and summarise and use information from a range of different sources.
- Writing – The children convey meaning in a range of forms and adapt their writing to those forms to good effect.

### PSHE:

The children show a good understanding of what makes a healthy lifestyle, they can demonstrate the benefits of healthy living.

### Science:

The children demonstrate an understanding and knowledge of life processes. They use their knowledge to explain life processes to others.

### PE:

The children can explain why regular exercise is good for fitness and health. They show understanding of, and can explain how, different types of exercise can contribute to fitness and health.

## Guide to teaching Challenge 1

### Preparation

Collect and collate resources about being healthy from books, information booklets that health visitors may supply, or that can be found on the website produced by education sections of toothpaste manufacturers and government information websites.

Here are sites that might be helpful:

- <http://kidshealth.org/kid>
- [http://www.bbc.co.uk/health/treatments/healthy\\_living/nutrition/life\\_children.shtml](http://www.bbc.co.uk/health/treatments/healthy_living/nutrition/life_children.shtml)

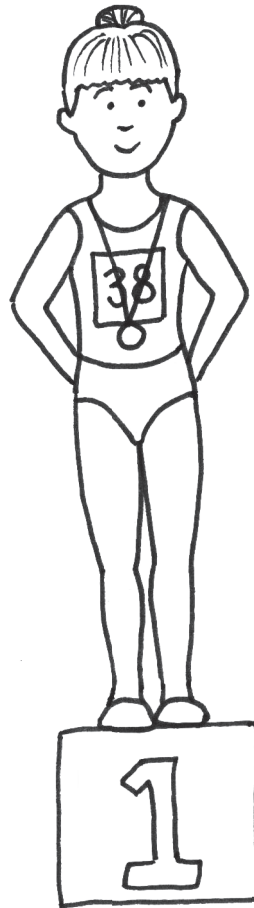
### Introduction

Carry out the **Everyone** activity. This activity will enable the teacher to ascertain what the thinking of the class is about health and fitness and where there are gaps in knowledge and understanding that need to be filled with correct information.

### Main activities

**Choice 1** – In small groups. Most of the class will be able to do this. Less able children might need some help with reading new words but should be able to carry out the tasks





set. The children could be given paper plates to do this work on and then plain A4 paper for their list or use ICT to make up their list.

**Choice 2** – Children who enjoy games may like this. Less able children can be asked to help demonstrate the exercises they decide to show. A sports teacher or visitor may help with this.

The children can research for answers in books about exercise or on websites that teachers can direct them to.

**Choice 3** – This is for more able children; who can develop an ICT report if desired that shows others how they can stay fit and healthy. It would be good to encourage pictures and examples of exercises and meals in this report.

### Discussion

Look at the material presented and the reports, discuss if the information is going to be useful to help children understand how to be healthy and fit.

### Conclusion

Collate and display the information so that it is available for the next challenge.

## Guide to teaching Challenge 2

### Preparation

Collect a variety of children's magazines and comics so that they can look at them and see how they are presented and what they include to interest children. Look at food and

nutrition magazines – *not* diet magazines – so that children can see how food is written about.

### Introduction

Carry out the **Everyone** activity and make a comprehensive display of articles, activities, adverts, reports and stories that make up a magazine.

### Main activities

**Choice 1** – Give the groups different activities to do for this area of the magazine. Less able children will be able develop a recipe for the magazine or adverts for healthy food. Encourage the children to look at each others' ideas and comment on and edit their work.

**Choice 2** – Most of the children will find this interesting as it requires creative thinking, good planning and writing.

**Choice 3** – For the more able child who will find it a challenging task to achieve. They can work with others to develop each area of the magazine. They will have to develop skills of time management, working with others to achieve the goal of producing a magazine.

### Discussion

Look at the proposed magazine and discuss it with the class – does it achieve its aim? Edit and produce the magazine.

### Conclusion

Display copies in different parts of the school where children and parents can see it.



## Challenge 1

# Keeping fit and healthy

**Aim:** To find out how to keep the human body fit and healthy.

**Helpful hints:** Collect information booklets about being healthy for your information table/display stand. Books about how the body develops, the skeleton, muscles and the brain will be useful.

Diagrams that show how the body works and identify muscles, tissues and bones would also be good to have on display.

**Everyone:** Discuss as a class what you think people need to do to stay fit and healthy.

List your ideas on the working wall.

### Choice 1 – in groups

Find out how nutrition helps our bodies to remain healthy.

Find out about the types of food we need to eat.

List the different categories food is divided into.

Draw a diagram on a paper plate or on a drawing of a plate that shows the sort of foods we need to eat to grow into a healthy person.

List the food that helps:

- our brain grow
- our muscles grow
- our skeleton grow.

Collect all your information into an information folder. Present your folder to another group.

### Choice 2 – in groups

Find out about the types of exercises we can do to keep our bodies flexible and fit. Find out:

- Whether children should do the same exercise as adults
- How often we should exercise and for how long
- The different types of exercises you can do
- How they help to build stamina and strength in your body.

Collect all your information into an information display that you can share with your class as a display on the working wall.

Demonstrate some exercises that children can do.

### Choice 3 – individually

#### or in pairs

Use the information from the information table to collect information about being fit and healthy.

Write a report that tells other children what they need to do to stay fit and healthy.

Use the **Report guide** to help you.

Discuss your report with others and ask if they agree with your report.



# Report guide

**A report gives the reader information about a particular issue or subject.**

Your report is about how children can use food and exercise to stay fit and healthy. Think about:

- The types of food children need to eat
- How foods are divided into categories and how much children need to eat in each category to keep fit and healthy
- How often children should exercise
- Which types of exercise are good for children.

Your report should have an introduction, development and conclusion. The **introduction** should tell the reader what you are going to write about.

The **development** should include the points above, types of food children should eat and why and what sort of exercise they should do and why.

The **conclusion** should tell the reader in a few sentences how to stay fit and healthy.

**Write your notes here**

**Introduction:**

**Development:**

**Conclusion:**

## Challenge 2

# Keeping fit and healthy

**Aim:** To plan, design and make a magazine for children about keeping fit and healthy using ICT.

**Helpful hints:** Collect and display as many different types of children's magazines as you can find.

Look at food and fitness magazines if you can find suitable ones.

**Everyone:** In groups look at the magazines you have on your information table.

What are the main characteristics of the magazines? What sort of adverts, drawings and pictures do they have? What types of articles do they have? Are there stories about people that are real?

Do they have quizzes, puzzles and games in them? Make a list and display the different things that are found in magazines.

### Choice 1 – in small groups



Your groups are to plan and develop the recipes, quizzes, puzzles and exercise activities that can go into your magazine to encourage children to eat healthy food and to do exercise.

Think about: Adverts, letters to the editor, recipes, recipe competitions, what is healthy food puzzles, developing exercise activities, competitions to encourage children to keep fit and healthy.

### Choice 2 – in pairs



Your groups are to plan different articles about keeping fit and eating healthy food. Use the

**Article guide** to help you.

**Choice 2a** Your group will write three different letters asking for advice about eating healthily or exercising properly. Use the **Letter guide** to help you.

### Choice 3 – in one group with sub-groups



**You will need an editor, layout editor, articles editor, games and puzzles editor.** Each person will have a team to help with the work.

Your group is responsible for editing the magazine and designing how it will look. You have to work with those doing **Choice 1** and **2** to select and use the material they produce for the magazine. You have to decide:

- how many pages your magazine will have
- how many adverts will go into it
- who will answer the letters pages
- which ICT programme will be the best to use.

Make a draft magazine to show to the class and then edit and publish it. Maybe you can sell copies to children and parents to cover the cost of printing it. Display your magazine for others to see it. Do they like it?





# Article guide

