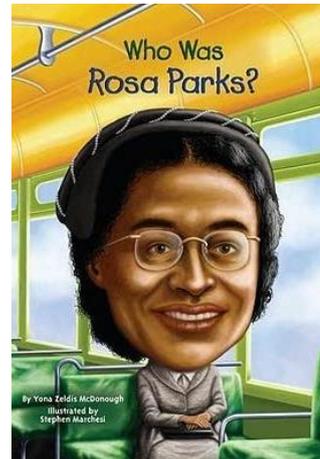
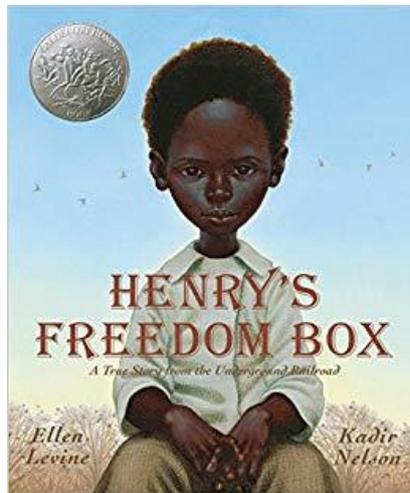


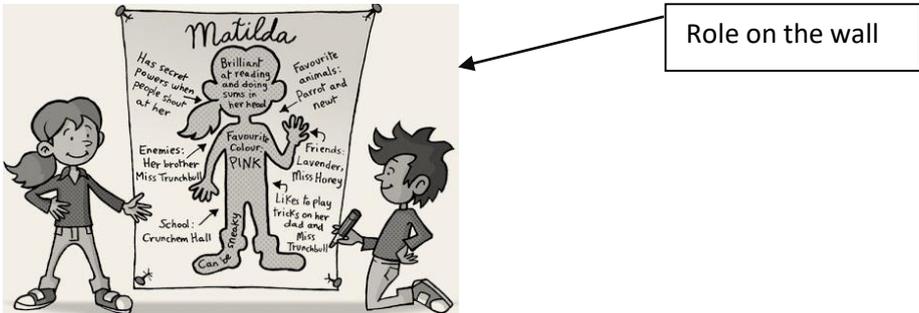
This English unit is based on writing a non-chronological report.

Our text drivers are *Henry's Freedom Box* and *Who Was Rosa Parks?*:



Henry's Freedom Box: On the YouTube channel, I have recorded the story for you to listen to. It is in two parts so you can listen to half at a time.

Who was Rosa Parks?: I have recorded the story on our school Youtube account

<p>L.O. Put events into sequence</p>	<p>Read or listen to the first half (only the first half) of the story of Henry's Freedom Box. Can you work out what happened in which order?</p> <ol style="list-style-type: none"> 1) Create a visual timeline of events in any way you choose. 2) Think about how each character felt at each point and record on your timeline.
<p>L.O. Make a prediction</p>	<p>Re-listen to the first half of the story up to Nancy being sold at Market. What do you think might happen next?</p> <p>Choose a character to focus on (Henry, Nancy, Kids, Dr Smith) and using their conversations and reactions to the events, predict what might happen to them next in the story. Your prediction might look something like this:</p> <p><i>I predict that Rosa will fight the ban on segregation because she has said to her colleagues that she thinks it is unfair. I also think that the bus driver will be prosecuted as he treated her unfairly and the police officer shouted at him to 'let her go'.</i></p> <p>Make sure you use evidence from the text and your own thoughts.</p>
<p>L.O. Infer a character's feelings</p>	<p>Choose a character from the book (Nancy, Kids, Henry, Dr Smith). Act out an interview of that character with a sibling or family member. You can record this and send it to me.</p> <p>Create a profile of your character using a role on the wall or drawing.</p> <div data-bbox="343 795 1262 1108" style="text-align: center;">  <p>Matilda</p> <ul style="list-style-type: none"> Has secret powers when people shout at her Brilliant at reading and doing sums in her head Favourite animals: Parrot and mouse Friends: Lavender, Miss Honey Likes to play tricks on her dad and Miss Trunchbull Enemies: Her brother, Miss Trunchbull School: Cruncheon Hall Colour: PINK Can do </div> <p>Remember: The feelings of the character go on the inside, and the appearance goes on the outside.</p>
<p>L.O. Understand the features of a non-chronological report.</p>	<p>Using the WAGOLL (attached to the bottom of this document), identify the features of a non-chronological report. Highlight them using a highlighter or coloured pencil. Or if you need to do it on the computer use the highlighting tool.</p> <p>Remember: Features means what that type of text has to have.</p>
<p><u>Independent write</u></p> <p>Write a fantasy story about a boy escaping from slavery</p> <p>Choice: Are you writing in the first or third person?</p>	

The Bordon and Whitehill News

Moles class discover a piece of Bordon history!

It was last year when Mrs Edwards, a year 4 class teacher at Bordon Junior School, reported a life changing, once in a lifetime event. 'We were just going about our day to day business when this event changed our lives forever!' The year 4 class at Bordon Junior school were working hard on their fantasy stories when they discovered a piece of historical treasure from 300 years ago.

It was the start of the school day and the children entered the gates looking excited for the day ahead. The morning proceeded as normal with class registers, assembly and the start of the first lessons. In Mole class, the children were studying pirates and warships from 1860. Because of this, they decided to partake in an archaeological dig on the school field. They prepared their shovels and brushes and took Miss Allen (the in school archaeologist) out to the field to investigate what was under the initial mud layer.

When the team arrived at the dig site, adorned in their finest digging gear and carrying their specialized equipment, they began their mission, not realising the treasures they would soon stumble upon. Team A began to dig around the reading garden while Team B started at the top of the playground near the Astroturf. Team C started brushing off the debris found by each of the teams. After half an hour each team swapped.

It was after the first swap that they found what they thought was a clay pot. However when team B started to brush off the mud the realisation came to them; this was no ordinary clay pot! This was a chamber pot! 'It was just surreal to think that we had found such an important part of history in our little corner of South England!' reported Phillipa of Moles' class.

Two weeks after the find, Bordon was still reeling from excitement and Bordon Junior School was still the talk of the town. This find was taken by the British History Museum and will now be on display in London for years to come.

To visit this illustrious piece of history, visit <http://www.britishmuseum.org/>.

Report by Mrs E Edwards

