

Coming to England : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use a text to identify facts about a character.	Children use the front cover of the book to make predictions about what will happen in the story. They read the first part of the book and use it to find out all about Floella's life growing up in Trinidad. They then write sentences about what they have found out. At the end of the lesson, children make predictions about what will happen next in the story.	<ul style="list-style-type: none"> Can the children identify facts about a character in a story? Can the children begin to make simple inferences? Can the children write in sentences with basic punctuation and the conjunction 'and'? 	Slides The book 'Coming to England' by Floella Benjamin and Diane Ewen (not included) Worksheet 1A/1B/1C Sentence Starter Cards (A/B) True or False Cards (FSD? Activity only) Worksheet 1D (FSD? Activity only)
Lesson 2	To take on the role of a character from a story.	After recapping on what they can remember has happened so far, children read the next part of the story. Drama is used to explore how Floella felt as she boarded the boat to England. They then write in role as Floella, telling Marmie about the journey to Southampton. Alternatively, children retell the journey through drama. At the end of the lesson, children predict what will happen when Floella arrives in England.	<ul style="list-style-type: none"> Can the children recall what happened in the story? Can the children write in role as a character from a story? Can the children use drama to explore how a character was feeling and what they were thinking? 	Slides The book 'Coming to England' by Floella Benjamin and Diane Ewen (not included) Worksheet 2A/2B/2C Drama Conventions Guide Drama Cards (FSD? activity only)
Lesson 3	To be able to describe a setting in a story.	In this lesson, children look at photographs of Trinidad and develop a bank of high quality adjectives to describe the Caribbean landscape. They then write descriptive sentences to describe the landscape Floella left behind. Alternatively, children write a postcard in role as Marmie to describe the London setting she has arrived in. At the end of the lesson, children help improve a text with high quality adjective choices.	<ul style="list-style-type: none"> Can the children explain what an adjective and a noun are? Can the children write descriptive sentences which include adjectives to describe nouns? Can the children explain an opinion with reasoning? 	Slides Drama Conventions Guide (required for optional activity only) Worksheet 3A/3B/3C Picture cards Word Bank London Cards (FSD? activity only) Postcard Sheet (FSD? activity only) Word Bank (B) (FSD? activity only)
Lesson 4	To write a diary entry in role as Floella about her experiences of arriving in London.	Children read the next part of the story and find out how Floella and her family were made to feel unwelcome when they first arrived in England. Drama conventions such as sculpting and thought tracking are used to explore Floella's inner thoughts as she is being picked on at school. Children write a diary entry in role as Floella, reflecting on these experiences. At the end of the lesson, children relate events in the book to their own lives.	<ul style="list-style-type: none"> Can the children explain how the London setting is different to the Trinidad setting? Can the children write in role as a character, showing understanding of how they felt? Can the children relate events in the story so far to their own lives? 	Slides The book 'Coming to England' by Floella Benjamin and Diane Ewen (not included) Drama Conventions Guide Diary Sheet 4A/B/C Sentence Starter Sheet Comic Book Sheet (FSD? activity only)
Lesson 5	To reflect on how Floella felt at different points in her story.	Children read the final part of the story. They think about how the way Floella felt changed throughout the story. At the end of the lesson, children find out about the things Floella Benjamin has gone on to do and reflect on what sort of person she is.	<ul style="list-style-type: none"> Can the children identify how Floella felt at different points in the story? Can the children explain their reasoning clearly? Can the children reflect on what sort of person Floella Benjamin is and explain their reasoning. 	Slides The book 'Coming to England' by Floella Benjamin and Diane Ewen (not included) Worksheet 5A/5B/5C Feelings Cards Feelings Graph Sheet (FSD? activity only)