

**Subject:** English

**Year:** 6

**Term:** 1

**Duration:** 3 weeks

**Unit Title:** Oranges in No Man's Land

**Lesson 1**

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Read, understand and record first impressions of Oranges in No Man's Land (pages 1-9).</li> <li>Understanding setting – the civil war in Lebanon.</li> </ul>	<p><b>Before</b> reading Ch 1-2:</p> <ul style="list-style-type: none"> <li>Display the eBook of <i>Oranges in No Man's Land</i> and show the cover and title. Read the blurb on the back cover. Ask the children <i>what they think this book will be about?</i></li> <li>Read the Preface. <i>What does the author tell us about her life in Lebanon?</i></li> <li>Show on a world map where Lebanon is.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Children <b>Think-Pair-Share</b> what they already know about Lebanon. This could be from personal experience, the media, etc. Look out for any misconceptions/ inaccurate facts (↓)</p> <p><b>Learning wall:</b> write a fact per sticky note. Draw 2 circles one inside each other on a large piece of paper or the board. Inner circle has heading 'what we know for a fact', outer circle 'what we think we know'. Place sticky notes in correct circle. Tell children we will be adding to these circles as we go along and gather more information.</p> <p>Read Chapters 1 and 2. At the end ask: <i>Who is telling the story? What impression do we get of Beirut before the war?</i> Children give examples from the text to justify your answers.</p> <p>Explore the concept of a civil war using drama. Divide the room in half. Explain that the children with birthdays in the first half of the year are in control of one side while those with birthdays in the second half are in control of the other. The children sitting in the 'wrong place' have to leave all their belongings behind and cross 'no man's land' to the other side as refugees. Discuss in their 2 groups <i>How does that feel? What words or statements can they come up with to describe how they felt to be on the right or wrong side?</i> Members of each group to feedback to class as a whole.</p>
<p style="text-align: center;"><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Check that children understand the meaning of any unfamiliar vocab (pages 1-9) Clarify and correct and misconceptions. Ask them to work with a partner to find out the meaning of the words (use dictionary, internet etc) Give sentences with the words in to aid understanding.</li> <li>Consider creating a glossary wall.</li> </ul>		
<p style="text-align: center;"><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint camouflage, fatigues green line, militiamen.</p>		

**Additional activity:**

Using 'Information about Lebanon' (handout is available on ActiveLearn Primary) the children complete 'Questions about Lebanon' (handout is available on ActiveLearn Primary).

They then use the internet or books to find three more facts about Lebanon and write a sentence about each.

Each group to feedback on their 3 additional facts and if it's a new fact add to the **Learning wall**. (↓)

**PLSC Objectives:**

**R6.3.1 Identify words and phrases from more than one place in the text to support answers.**

**R6.3.4 Select IT sources in order to find answers to questions.**

**R6.4.1 Infer a character's intentions from their actions and dialogue and say where this occurs in the text.**

**R6.4.3 Interpret clues in the text as to what might happen later in the story, when guided by the teacher.**

**LS6.15.1 Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.**

**Suggested Resources:**

Sticky notes

Oranges in No Man's Land text

World map

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Information about Lebanon **F PCM 5.2.8**

Questions about Lebanon **F PCM 5.2.9**

**Digital resources:**

Map of Lebanon **F ITP 5.2.1**

## Lesson 2

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Use discussion and role play to understand setting.</li> <li>Use direct and reported speech.</li> </ul>	<p><b>Before</b> reading Ch 3-4:</p> <ul style="list-style-type: none"> <li><b>Teacher in Role</b> the role of a refugee and encourage the children to question you about what has happened so far and anything they may need support understanding.</li> <li>Remind children of the punctuation rules for direct speech and indirect (reported) speech. Explain direct speech shows when someone is speaking, <i>"We're going to Granny's for tea."</i>, and in full sentences should include capital letters and closing punctuation. Indirect speech is used when you're describing what someone else has said, <i>Ayesha says she is going to Granny's for tea.</i></li> <li>Ask the children to look out for examples of speech in chapters 3 and 4.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Read Chapters 3 and 4.</p> <p>After Chapter 3 ask: <i>What do you think might happen at the checkpoint? Why was Ayesha sent to the checkpoint by Granny? Why do you think she was sent, not Latif? Do we find out more about how the city looks? Can you find anywhere in the text that gives examples?</i> After Chapter 4 ask: <i>Could you see any examples of direct speech? How would we change that example to be reported speech?</i> Note children able to justify answers with reference to the text. (↓)</p> <p>Ask the children to imagine they were at the checkpoint. Using reported speech, the children write about what happened to Ayesha at the checkpoint from their point of view. Challenge them to include as much of the detail from the original story as they can, changing any direct speech into reported speech. Support the children by showing children <b>Modelled Writing</b> of the initial meeting with the militiamen and writing the first sentence or two with them. (↓)</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Check children recall previously visited unfamiliar vocabulary and refer to the glossary wall, if created.</li> <li>Check that children understand the meaning of any unfamiliar vocab (pages 11-22) Clarify and correct and misconceptions.</li> <li>Children should have encountered speech vocabulary before and be familiar with the use of inverted commas and basic punctuation.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, direct speech, reported speech, inverted commas.</p>		

**Additional activity:**

Show 'Beirut in the civil war' (handout is available on ActiveLearn Primary) Read page 14 again. *Which words and phrases on page 14 describe the pictures?*

Use information from this to add the **Learning Wall**. (↓)

Show 'Reported speech' (handout is available on ActiveLearn Primary) and revise the difference between direct and reported speech.

Children complete 'Types of speech' (handout is available on ActiveLearn Primary).

**PLSC Objectives:**

**R6.3.1 Identify words and phrases from more than one place in the text to support answers.**

**P6.13.4 Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.**

**LS6.15.3 Give an opinion in a structured discussion and invite others to share their opinions.**

**Suggested Resources:**

Sticky notes

Oranges in No Man's Land text

Example of direct indirect speech prepared

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Types of speech [F PCM 5.2.21](#)

**Digital resources:**

Beirut in the civil war [F ITP 5.2.4](#)

Reported speech [F ITP 5.2.12](#)

### Lesson 3

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> <li>Use discussion and role play to understand main character.</li> <li>Draw inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children to use <b>Talk Partners</b> to recall what has happened so far.</li> <li>With the children, add to the <b>Learning Wall</b> created in lesson 1. Ask: What else have we found out about? What have we discovered? What do we know? What do we think we know?</li> <li>Refer to the glossary (if created) and any unfamiliar words.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p><b>Think-Pair-Share:</b> Focus on Ayesha herself now. Ask: <i>What do we know about Ayesha so far? How do you think she has been feeling – at the start of the story? When Granny sends her out? As she approaches the checkpoint? As she talks to the militiamen? Check children’s understanding of the events and correct any misunderstandings. Be supportive of different interpretations and encourage children to explain their reasoning. (↓)</i></p> <p>In mixed-ability groups of three, the children perform a <b>Role Play</b> of the scene at the checkpoint (pages 16–18). The children take turns to play different roles, with one child each time acting as an observer to <b>Freeze Frame</b> the action at different points. When the action is paused, the children discuss the characters’ thoughts and feelings at that moment and make notes of their responses.</p> <p>Use this lesson to create a <b>Role on the Wall</b>. Place a simple outline sketch of Ayesha on the wall. This could be created by drawing round a child lying on a large piece of paper. Key words and phrases are written down – thoughts are inside the outline; actions and other characters’ opinions are placed outside.</p>	
<p><b>Prior Knowledge</b></p>			
<ul style="list-style-type: none"> <li>Ensure children are confident using vocabulary to make predictions and talk about feelings.</li> </ul>			
<p><b>Key Vocabulary</b></p>			
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts.</p>			
<p><b>Additional activity:</b> Children complete ‘The main character’, filling out information about Ayesha under each heading (handout is available on ActiveLearn Primary). Use ‘Ayesha at the checkpoint’ to support role-play and answer associated questions (handout is available on ActiveLearn Primary).</p>			
<p><b>PLSC Objectives:</b> <b>R6.3.1 Identify words and phrases from more than one place in the text to support their answers.</b> <b>R6.4.3 When guided by the teacher, the child can interpret clues in the text as to what might happen later in the story.</b></p>			

**R 6.5.2 Read discussion, biographical and auto-biographical texts, distinguishing fact and opinion.**

**LS 6.15.1 Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.**

**LS 6.15.3 Give an opinion in a structured discussion and invite others to share their opinions.**

**Suggested Resources:**

Large plain paper

Sticky notes

Oranges in No Man's Land text

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Ayesha at the checkpoint [F PCM 5.2.2](#)

**Digital resources:**

The main character [F ITP 5.2.3](#)

## Lesson 4

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Explore the author's use of language.</li> <li>Summarise the story so far.</li> <li>Make predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Recap the previous chapters then read Chapter 5 to the end of the first sentence on page 28. The children <b>Think-Pair-Share</b> about the friendship. Why was Ayesha worried to begin with? Why do you think Ayesha and Samar got on so well?</li> <li>Read to the end of Chapter 6. How is Ayesha feeling about granny?</li> <li>Reread pages 29–37, asking the children to identify words and phrases that describe how Ayesha is feeling.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p><b>Talk Partners</b> summarise the story so far in six sentences, taking turns to say one sentence each. (↓)</p> <p>Create a <b>Mind Map</b> of Ayesha's worries. Children put 'worries' in a bubble in the middle of the page. Identify words from pages 29-37, and any remembered from earlier in the text, that describe Ayesha's worries and write these around the bubble. Use a thesaurus, if available, to add other words to these that have the same meaning. <i>Ask: Could you rank your words from the 'strongest' to the 'weakest'? Which sounds the most worried?</i></p> <p>Ask the children to predict what they think will happen when Ayesha goes to get the medicine and how she may feel. The children record their predictions in sentences, using correct punctuation, taking care to explain their reasoning. Ask children to use some of the feeling words explored in the lesson and encourage them to still try and explain their meanings, even if they can't remember all the exact English words. Explain to the children that they will see how close their predictions are next lesson!</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Children should be able to recall the story so far.</li> <li>Ensure children are comfortable making predictions and justifying their reasoning.</li> <li>You may want to check children's understanding of words and phrases describing feelings, including similes.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah.</p>		

**Additional activity:**

Children complete 'Expressing emotion'. Encourage them to work with a partner to answer the first activity, using a thesaurus to help them. They then complete the second and third activities independently (handout is available on ActiveLearn Primary).

**PLSC Objectives :**

**R6.4.2 Infer the meaning of idiomatic language using context.**

**R6.4.3 When guided by the teacher, the child can interpret clues in the text as to what might happen later in the story.**

**W6.7.1 Select best word from a range of synonyms to convey subtle differences in meaning.**

**LS6.15.2 Paraphrase simply if they can't remember a word or expression.**

**Suggested Resources:**

Thesaurus

Oranges in No Man's Land text

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Expressing Emotion [F PCM 5.2.3](#)

**Digital resources:**

## Lesson 5

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Ask questions to improve understanding.</li> <li>Draw inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Recap yesterday's predictions, explain we're going to find out how accurate they are.</li> <li>Use today's readings to widen the children's experience of setting and answering questions. Be sure to draw out answers after reading each chapter. Encourage children to spot adjectives and adverbs that add detail and give us information about characters or setting.</li> <li>Read Chapter 7. Ask: <i>How is Ayesha feeling at the checkpoint? How do you think she feels when she sees the ruined streets in 'No Man's Land'? What helps Ayesha to keep going? (↓)</i></li> <li>Read Chapter 8. Ask: <i>How does Ayesha avoid talking to the men at the checkpoint? Who does she imagine is helping her? What impression do you get of Abu Boutros? What makes him seem friendly? (↓)</i></li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Practice setting and answering comprehension questions. Begin by writing <i>How do we know that Granny is still very sick? (page 39)</i> for the class to view. Explain the page reference tells us where to look for information to help us answer this question, but we do not always get this help. Ask children to help you answer this question, model answering in a full and detailed sentence. Now ask children in pairs to write one more question, whose answer can be found between page 40 and page 44. <b>Snowball</b> questions and answers by asking each pair to join with another pair (to make a four), then ask and answer each others questions in full and detailed sentences. Join each four to another four, and continue this ask and answer process until the whole class comes back together (teacher led).</p> <p>Children independently write a paragraph describing the character of Abu Boutros and explaining how the author has led readers to conclusions about his character (e.g. his appearance, the way he speaks to the men at the checkpoint, etc.). Use <b>modelled writing</b> to provide an introductory sentence, if necessary. Encourage children to use adjectives and adverbs to add detail to their writing. (↓)</p> <p>Children each have a sticky note and add to the <b>Learning Wall</b>.</p>
<b>Prior Knowledge</b>		
<ul style="list-style-type: none"> <li>Children should be able to recall the story so far.</li> <li>Ensure children are comfortable making predictions and justifying their reasoning.</li> <li>Children should have some experience of using adverbs and adjectives in writing and understand their function.</li> </ul>		
<b>Key Vocabulary</b>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, <i>a range of descriptive words to use when talking about characters.</i></p>		

**Additional activity:**

In pairs, the children complete 'Looking closely' (handout is available on ActiveLearn Primary) to practise answering comprehension questions. The children record predictions on 'Bookmark' (handout is available on ActiveLearn Primary), filling out the section for Ayesa's problem and their predictions.

**PLSC Objectives :**

**R6.3.1 Identify words and phrases from more than one place in the text to support their answers.**

**R6.4.1 Infers a character's intentions from their actions and dialogue.**

**G6.12.2 Use a range of adjectives, adverbs and prepositional phrases to enrich their writing.**

**LS6.15.1 Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.**

**Suggested Resources:**

Oranges in No Man's Land text

Sticky notes

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Looking closely [F PCM 5.2.4](#)

Bookmark [F PCM 5.2.1](#)

**Digital resources:**

**Lesson 6**

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Explore changing emotions.</li> <li>Discuss use of powerful language.</li> </ul>	<ul style="list-style-type: none"> <li>Recap the story so far. Read Chapter 9 and 10. Discuss Ayesha's changing emotions. Ask: <i>How does she feel while crossing the desolate square? How does she feel when she first comes out of 'no man's land' on the other side? What is her newest fear? How does Ayesha feel as she eats the orange? How do you think she feels when she sees Dr Leila?</i></li> <li>Discuss the author's use of powerful words and phrases to describe the devastated centre of old Beirut. Use <b>Word Tennis</b> and ask the children to 'bat' a powerful word at one another, the person who it is aimed at has to respond with one of their own, taken from the book.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p><b>Talk Partners</b> to map Ayesha's changing emotions. Ask them to write notes on 'How Ayesha feels' for a series of key events: Deciding to go to Dr Leila's (p40); Arriving in 'no man's land' (pp44-45); Looking into the Burj, the great square (pp56-57); Eating the orange and talking to the boy (pp63-64). (↓)</p> <p>Each child chooses one of the moments from these notes about which to write a short diary entry in the role of Ayesha. Encourage them to think about including the emotions, thoughts, feelings, sights and sounds that they have already identified. Use <b>Teacher Demonstration</b> to model the start of a diary entry to support children. Ask them to use some of the powerful vocabulary or phrases identified from the book. Encourage use of correct punctuation and use the <b>Teacher Demonstration</b> to also model desired presentation (including handwriting). (↓)</p> <p>Discuss the people Ayesha met from the 'other side' in previous chapters. Ask: <i>Are there good people on both sides? What does this tell us about the author's attitude to the war?</i></p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Children should be able to recall the story so far.</li> <li>Vocabulary involving description of emotions.</li> <li>Knowledge of what a diary is, and some experience of what it looks like.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, diary, oranges.</p>		

**Additional activity:**

The children complete 'Changing emotions' (Handout is available on ActiveLearn Primary). Each child then chooses one of the moments from the first column about which to write a short diary entry in the role of Ayesha.

**PLSC Objectives:**

**W6.7.1** Select best word from a range of synonyms to convey subtle differences in meaning.

**W6.8.1** Use a fast and fluent handwriting style which is legible and at least partially joined.

**LS6.15.1** Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.

**Suggested Resources:**

Oranges in No Man's Land text

Examples of a diary

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Changing emotions [F PCM 5.2.6](#)

**Digital resources:**

## Lesson 7

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Explore and create similes.</li> </ul>	<ul style="list-style-type: none"> <li>Reread pages 44–45 and pages 56–57. Discuss how the author, Elizabeth Laird, uses powerful language to give us a vivid picture of no man’s land and the square.</li> <li>Remind children of similes, and ask them to <b>Think-Pair-Share</b> an explanation of what a simile is. (↓)</li> <li>Share the similes from page 56 and page 45: <i>The wind had whipped up old plastic bags, which were flying through the air like demented birds. (p56)</i> <i>Bullet holes pitted every centimetre of the stone facades, and the shells that had blasted right through the walls had made holes that looked like the empty eye sockets in dead giant’s skulls. (p45)</i> Ask: <i>Why are these similes effective?</i> Remind the children that similes compare something to something else using ‘like’ or ‘as’.</li> <li>Find similes on pages 42, 51, 57 and 63. Ask: <i>Which similes do you find powerful? Why?</i></li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Provide two or three pictures that children can describe using similes, for example a lion, a storm, and the sea. You may wish to choose pictures of familiar objects or challenge them with unfamiliar objects. Teacher <b>Think Alouds</b> writing a simile describing the first item, talking about why they have chosen particular words or comparisons (for example <i>I said the lion’s teeth were as sharp as spears because I wanted to make it seem threatening!</i>). Children then independently write similes to describe the remaining two objects.</p> <p>Look at a partner’s similes and use <b>Two Stars and a Wish</b> to feedback on each other’s work, identifying two good aspects and one that could be improved. (↓)</p> <p>Use feedback on good simile writing to support independent work writing similes to describe a place that is important to them. Remind children to think about their different senses when describing different parts of the place. (↓)</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>What similes are and their purpose.</li> <li>Knowledge of figurative language in English.</li> <li>Recall powerful vocabulary from the story.</li> <li>Children should be prepared to talk about a place that is important to them.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, diary, oranges, similes, special places, compare.</p>		

**Additional activity:**

Show 'Similes' (handout is available on ActiveLearn Primary) and look at the similes. Ask: Why are these similes effective? Remind the children that similes compare something to something else using 'like' or 'as'.

Show 'Images' (handout is available on ActiveLearn Primary) and ask the children for similes to describe each picture. (E.g. The thunder sounded like a giant roaring; The lion's teeth were as sharp as spears.)

**PLSC Objectives:**

**R6.4.2 Infer the meaning of idiomatic language using context.**

**W6.7.1 Select best word from a range of synonyms to convey subtle differences in meaning.**

**LS6.15.1 Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.**

**Suggested Resources:**

Oranges in No Man's Land text

Three pictures of chosen objects for children to describe using similes

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:****Digital resources:**

Similes [F ITP 5.2.7](#)

Images [F ITP 5.2.8](#)

## Lesson 8

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Discuss and record characters' and author's attitudes to the war.</li> </ul>	<ul style="list-style-type: none"> <li>Children in pairs to <b>Babble Gabble</b> the story so far, first child retells from the beginning using as much detail as possible for one minute. After a minute, their partner continues the story.</li> <li>Read Chapter 11. Ask: <i>What do you think Dr Leila's attitude to the war is?</i></li> <li>Read Chapter 12. Ask: <i>What do you think of the Aunt's attitude to Ayesha?</i></li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>In mixed-ability groups of three, the children create a short <b>Role Play</b> showing the events at Dr Leila's house during Chapters 11 and 12. Encourage them to use the dialogue in the story within their scenes. Ask each group to perform their <b>Role Play</b> to the rest of the class at the end of the session. Stop them at key moments to ask each character how they are feeling towards one of the other characters (e.g. <i>How is Ayesha feeling towards Dr Leila's aunt when she is unkind?</i>).</p> <p>Add to the <b>Role on the Wall</b> for Ayesha and create a second for Dr Leila. (↓)</p> <p>The children take it in turns to carry out <b>Hot-Seating</b> with one child as Dr Leila while other children ask questions. (↓)</p>
Prior Knowledge		
<ul style="list-style-type: none"> <li>Children should be able to recall the story so far.</li> <li>Vocabulary involving description of emotions.</li> </ul>		
Key Vocabulary		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, role play, medicine.</p>		
<p><b>Additional activity:</b> Complete 'Thoughts' activity (handout is available on ActiveLearn Primary).</p>		

**PLSC Objectives:**

**R6.2.1 Communicate a character effectively by using all information available in the script, e.g. stage directions, responses of other characters.**

**R6.3.1 Identify words and phrases from more than one place in the text to support their answers.**

**R6.4.1 Infers a character's intentions from their actions and dialogue.**

**LS6.15.1 Give well-structured descriptions, and explanations for different purposes, including for expressing feelings and giving opinions.**

**Suggested Resources:**

Oranges in No Man's Land text

Sticky notes

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Thoughts [F PCM 5.2.7](#)

**Digital resources:**

## Lesson 9

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Write Dr Leila's diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>Reread page 67 and Chapter 11 of <i>Oranges in No Man's Land</i>.</li> <li>Ask: <i>What does Ayesha think of Dr Leila? How do we know? What do you think Dr Leila thinks when she first sees Ayesha? How do you think Ayesha appears to Dr Leila? What words and phrases could be used to describe her? What do you think Dr Leila thinks when she realizes who Ayesha is and hears her story?</i> (↓)</li> <li>Recap yesterday's <b>Hot-Seating</b> exercise and any conclusions or ideas the children may have had about Dr Leila.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Use <b>Modelled Writing</b> for the first, introductory paragraph of Dr Leila's diary entry for the day Ayesha turned up at the house. Encourage children to share the writing process and suggest what could go in this first paragraph, and initial thoughts Dr Leila may have been having – and anything else she may have been doing or thinking about before Ayesha's arrival. Demonstrate using a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs.</p> <p>Children continue Dr Leila's diary entry for the day Ayesha turned up at her house, adding at least two more paragraphs. Encourage proper use of punctuation and a range of conjunctions, adverbials and prepositions. Challenge them to find out as much detail as they can about Dr Leila from the novel and to reflect what they know in the diary entry. Some children may volunteer to read their diary entries aloud to groups or to the class. (↓)</p>
Prior Knowledge		
<ul style="list-style-type: none"> <li>Children should be able to recall the story so far.</li> <li>Experience writing in paragraphs.</li> <li>Knowledge of what a diary is, and some experience of what it looks like.</li> </ul>		
Key Vocabulary		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, diary, medicine.</p>		

**Additional activity:**

Use 'Diary' to support writing Dr Leila's diary entry for the day Ayesha turned up at her house (handout is available on ActiveLearn Primary).

**PLSC Objectives:**

**W6.1.1 Paragraphs are generally shown in longer pieces of writing**

**G6.11.1 Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.**

**G6.12.1 Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.**

**Suggested Resources:**

Oranges in No Man's Land text

Examples of a diary

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Diary [EWF 9](#)

**Digital resources:**

## Lesson 10

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>• Make predictions.</li> <li>• Participate in group debate.</li> </ul>	<ul style="list-style-type: none"> <li>• Before reading on, remind the children that Ayesha is just about to leave the safety of Dr Leila's house and travel back across the green line in an ambulance.</li> <li>• Read Chapters 13 and 14. Discuss the dangers. Ask: <i>What might have happened if the soldiers at the first checkpoint had found Ayesha? Why does Abu Bashir avoid the second checkpoint? Why is Ayesha confused about Abu Bashir?</i></li> <li>• Read Chapter 15. Ask: <i>What do you think Samar might have been trying to tell Ayesha?</i></li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Create a <b>Role on the Wall</b> for Abu Bashir, using the same format as for Ayesha and Dr Leila. Ensure these are all visible.</p> <p>In mixed-ability groups, the children debate whether Dr Leila was right to ask Abu Bashir to take Ayesha home, arguing for each side of the issue in turn (e.g. 'He was a father risking his life.' / 'Ayesha was an innocent child who needed help.'). Encourage the children to keep notes of the points they discuss and any conclusions that they draw. They should note points 'For', and 'Against' the issue to help them to organise their ideas. Ask: <i>Could there have been another solution?</i> Groups present their conclusions to the class. (↓)</p> <p>Examine the <b>Learning Wall</b> and add to it, using any new information.</p>
Prior Knowledge		
<ul style="list-style-type: none"> <li>• Experience of how a debate works.</li> <li>• Recall of story so far and especially characterisations.</li> </ul>		
Key Vocabulary		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, debate, for and against, issue.</p>		

**Additional activity:**

Use Debate A (handout is available on ActiveLearn Primary) to help plan and organise the details of their debate. Choose a subject relevant to the class or school and arrange a debate, using the same structure.

**PLSC Objectives:**

**R6.3.1 Identify words and phrases from more than one place in the text to support their answers.**

**R6.4.1 Infers a character's intentions from their actions and dialogue.**

**LS6.15.3 Give an opinion in a structured discussion and invite others to share their opinions.**

**Suggested Resources:**

Oranges in No Man's Land text

Sticky notes

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Debate A [EWF 6](#)

**Digital resources:**

## Lesson 11

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Write a short recount in a specific role.</li> <li>Use powerful vocabulary.</li> <li>Evaluate, edit and improve writing following peer review.</li> </ul>	<ul style="list-style-type: none"> <li>Reread pages 87-90 of <i>Oranges in No Man's Land</i>.</li> <li>Identify and note down words and phrases conveying urgency, speed and danger (e.g. <i>make a dash for it, racing furiously, sudden thrust of speed</i>).</li> <li><b>Think-Pair-Share</b> what it must be like to be an ambulance driver in the children's own home area. Ask: <i>What obstacles would you need to pass? What could happen on the way to hospital?</i></li> <li>Teacher <b>Think Alouds</b> the start of a recount in the role of an ambulance driver or paramedic in their own home area, describing a fast drive to hospital. They share their thought process as they write, including checking for sense, and discussing the effect of sometimes using short sentences (conveying a sense of urgency and adding emphasis).</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Children continue the short recount in the role of an ambulance driver or paramedic in their own home area, describing a fast drive to hospital. They write about only the journey, not the accident or arriving at hospital. Remind the children to use powerful vocabulary and varied sentence structures. Depending on time, children write two to three paragraphs.</p> <p><b>Talk Partners</b> read their recounts. Pairs give constructive feedback. Ask: <i>Has your partner used powerful words to convey a sense of urgency? Has your partner used a range of different sentences? Which words/sentences are effective? Can you suggest ways to improve your partner's recount?</i> (↓)</p> <p>Individually, the children write second drafts of their recounts, following the peer review. Volunteers read their recounts aloud to the class. (↓)</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Features and purpose of a recount.</li> <li>How to give constructive feedback on other's work and evaluate their own.</li> <li>Varying sentence structure and length for effect.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, ambulance, viewpoint, paragraphs, recount.</p>		

**Additional activity:**

Write a short recount of the ambulance drive on pages 87–90 from the point of view of Abu Bashir. Remind them to use the pronoun 'I' and to explain what Abu Bashir did, using the details from the text.

**PLSC Objectives:**

**W6.6.1 Paragraphs are generally shown in longer pieces of writing.**

**W6.6.3 Write approx 400 words in a range of non-fiction genres using appropriate structural and language features.**

**W6.6.4 Evaluate and edit own writing to enhance effect and clarify meaning, eg by proposing changes to grammar, vocabulary and punctuation.**

**P6.10.4 Proof-read text and correct spelling errors.**

**Suggested Resources:**

Oranges in No Man's Land text

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

**Digital resources:**

## Lesson 12

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Summarise key events.</li> <li>Discuss views of book and write review.</li> </ul>	<ul style="list-style-type: none"> <li><b>Talk Partners</b> recall the key events of the last few chapters in role. Imagine you are Ayesha and you want to tell Samar what happened when you crossed no man's land. Summarise what happened, using actions to support your speech.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Discuss the purpose of a book review. Children <b>Mind Map</b> the purpose and features of a book review and what they would like to know about any book before choosing to read or buy it.</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Some experience of book reviews.</li> <li>Writing and supporting opinions.</li> <li>Summarising texts.</li> </ul>	<p>(↓)</p> <ul style="list-style-type: none"> <li>Read Chapters 16, 17 and 18. Ask: <i>How does Ayesha feel about leaving Samar? How do you think Samar feels about leaving Ayesha? How does Ayesha's relationship with Latif change?</i></li> <li>Discuss the ending of the story. Ask: <i>Are you satisfied with the ending? Did it surprise you? How did you expect the story to end? How did this story make you feel? Would you recommend this book to other children of your age? Why/why not?</i></li> </ul>	<p>Children write a short review of Oranges in No Man's Land explaining why they would or would not recommend it to other children, using the <b>Mind Map</b> for support if necessary. Headings and important information may include: the title, the author, what the book is about, who the main characters are (and some detail about them), their favourite part (and why), and if they would recommend the book to a friend (and why or why not?). Encourage children to check their work for spelling and sense, and to make improvements where necessary.</p>
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, review, relationship, favourite, recommend.</p>		<p>(↓)</p> <p>Examine the <b>Learning Wall</b> and existing <b>Role on the Walls</b> and add to them, using any new information or ideas.</p> <p>Create a <b>Role on the Wall</b> for Samar and add to it, using any information or ideas.</p>
<p><b>Additional activity:</b> Using 'Bookmark' (handout is available on ActiveLearn Primary), the children complete the section entitled 'Thoughts at the end'. They then write clear and concise summaries of the whole of the story in no more than three paragraphs. They then add a final paragraph to explain whether they would or would not recommend the book to other children, explaining their reasons.</p>		

**PLSC Objectives:**

**R6.3.2 Distinguish between the order in which events are narrated and the order in which they occurred in the story.**

**W6.6.3 Write approx 400 words in a range of non-fiction genres using appropriate structural and language features.**

**W6.6.4 Evaluate and edit own writing to enhance effect and clarify meaning, eg by proposing changes to grammar, vocabulary and punctuation.**

**P6.10.4 Proof-read text and correct spelling errors.**

**Suggested Resources:**

Sticky notes

Oranges in No Man's Land text

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Bookmark [F\\_PCM 5.2.1](#)

**Digital resources:**

**Lesson 13**

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Use modal verbs and adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>Remind the children that we can use modal verbs to indicate degrees of possibility. Words like must, shall, will, should, would, can, etc.</li> <li>Share the sentence 'One day, God willing you _____ be friends, when this is all over'. Ask: <i>What word could go in the gap? Which verbs say something definitely will happen? Which suggest something that is possible or probable? How does the sentence change, depending on the word we choose?</i> (Words could include could, will, should, must, might. Children may also suggest other possibilities.)</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Share the longer sentence 'In a year's time _____ all this _____ be over, and I'll be home again and your granny _____ be back in her old job.' Children use <b>Word Tennis</b> and take turns saying modal verbs that could go in each gap, before making a final choice. If necessary provide a word bank: could, will, should, must, might, maybe, perhaps, probably, surely, certainly. (↓)</p> <p><b>Think-Pair-Share</b> how each pair's sentence sounds and the different impacts caused by the different word choices. Ask: <i>In the book, Dr Leila uses 'surely' and 'will'. Do you think she feels as certain as she sounds?</i></p> <p>Children imagine that they are starting at a new school. They would know some things about it but be worried about what the other children or teachers might be like. The children write a paragraph describing their thoughts as they approach the school on the first day, making sure they use modal verbs and adverbs to enhance their writing. (↓)</p>
<b>Prior Knowledge</b>		
<ul style="list-style-type: none"> <li>What are verbs.</li> <li>What are adverbs.</li> <li>That word choice can affect the impact of a sentence.</li> <li>Experience of modal verbs (verbs that show different levels of possibility).</li> </ul>		
<b>Key Vocabulary</b>		
Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, verbs, adverbs, modal verbs, possibility, definite, thoughts.		

**Additional activity:**

Complete 'Using modal verbs' (handout is available on ActiveLearn Primary), responding to the second half of the PCM by writing a paragraph with first-person narration.

**PLSC Objectives:**

**W6.7.1 Select best word from a range of synonyms to convey subtle differences in meaning.**

**G6.11.3 Recognise all verb tenses including future tense and modal verbs indicating degrees of possibility.**

**G6.12.5 Maintain tense consistency throughout a text when using all verb tenses (including future tense and modal verbs such as 'could', 'should' and 'must').**

**Suggested Resources:**

Oranges in No Man's Land text

You may want to prepare the share sentences in advance

Create a word bank to support children

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Using modal verbs [F PCM 5.2.11](#)

**Digital resources:**

## Lesson 14

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Plan own version of Samar's story.</li> <li>Write for a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>Explain that the children are going to write Samar's story from Samar's point of view. This is a planning session.</li> <li>Share Samar's <b>Role on the Wall</b> and ask the children what they remember about him.</li> <li>Add to Samar's <b>Role on the Wall</b> if possible.</li> <li>Explain that we don't know everything about Samar so we will have to create missing information.</li> <li><b>Talk Partners</b> discuss questions such as What happened to Samar's father? and write questions on sticky notes that we would like to ask Samar (e.g. What was your life like before the war? How did you end up as a refugee? What was it like in the flat before Ayesha came?)</li> <li>As a group, make notes to record the key parts of Samar's story, in order.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Children write their own story openings. Explain their stories will be aimed at someone who has <u>not</u> read <i>Oranges in No Man's Land</i>.</p> <p>Afterwards, allow <b>Think Time</b> to evaluate their work. Ask: <i>Have you used interesting vocabulary? Does your opening hook in the reader? Could you vary your sentences, for instance by adding fronted adverbials?</i></p> <p>The children then review and edit their first paragraphs before continuing their stories. (↓)</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Good recollection of the story</li> <li>Experience discussing and considering different viewpoints.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, viewpoint, paragraphs, edit, improve.</p>		
<p><b>Additional activity:</b> Discuss questions such as <i>What happened to Samar's father?</i> and make notes on 'Questions for Samar' (handout is available on ActiveLearn Primary).</p>		

The children use 'Planning grid' (handout is available on ActiveLearn Primary) to plan their own versions of Samar's story aimed at children who have already read and enjoyed Oranges in No Man's Land.

**PLSC Objectives:**

**W6.6.1** paragraphs are generally shown in longer pieces of writing.

**W6.6.2** Write a short story (approx 500 words) using dialogue to develop character and giving additional detail to interest the reader.

**W6.6.4** Evaluate and edit own writing to enhance effect and clarify meaning, eg by proposing changes to grammar, vocabulary and punctuation.

**G6.12.1** Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.

**G6.12.2** Use a range of adjectives, adverbs and prepositional phrases to enrich their writing.

**Suggested Resources:**

Oranges in No Man's Land text

Sticky notes

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Questions for Samar [F PCM 5.2.13](#)

Planning grid [F PCM 5.2.14](#)

**Digital resources:**

## Lesson 15

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> <li>Complete story.</li> <li>Focus on using modal verbs in their writing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mind Map</b> ideas and take notes about ‘the big day’ from Samar’s point of view – the day when Ayesha crosses the green line to get medicine for Granny.</li> <li>As a group add to the notes on Samar’s story.</li> <li>Remind the children of the work they did on modal verbs and suggest they could use modal verbs when Samar is wondering what is happening to Ayesha.</li> </ul>	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>The children finish writing their own versions of Samar’s story. (↓)</p> <p>Allow the children <b>Talk Partner</b> time to review each other’s stories. Pairs swap stories and make <b>Two Stars and a Wish</b> on their partner’s work. The children then finalise and edit their stories based on these comments. (↓)</p> <p>Share selected stories with the whole class.</p>
<p><b>Prior Knowledge</b></p>		
<ul style="list-style-type: none"> <li>Good recollection of the story.</li> <li>Experience discussing and considering different viewpoints.</li> <li>Use of modal verbs.</li> </ul>		
<p><b>Key Vocabulary</b></p>		
<p>Civil war, checkpoint, camouflage, fatigues, green line, militiamen, refugee, habibti, headscarf, feelings, opinions, thoughts, burj, muezzin, wallah, viewpoint, paragraphs, edit, improve, modal verbs.</p>		
<p><b>Additional activity:</b> Using ‘Marking ladder’ (handout is available on ActiveLearn Primary) the children reflect on and improve their writing.</p>		

**PLSC Objectives :**

**W6.6.1** paragraphs are generally shown in longer pieces of writing.

**W6.6.2** Write a short story (approx 500 words) using dialogue to develop character and giving additional detail to interest the reader.

**W6.6.4** Evaluate and edit own writing to enhance effect and clarify meaning, eg by proposing changes to grammar, vocabulary and punctuation.

**W6.7.1** Select best word from a range of synonyms to convey subtle differences in meaning.

**G6.11.3** Recognise all verb tenses including future tense and modal verbs indicating degrees of possibility.

**G6.12.5** Maintain tense consistency throughout a text when using all verb tenses (including future tense and modal verbs such as 'could', 'should' and 'must' ).

**Suggested Resources:**

Oranges in No Man's Land text

**For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)**

**Photocopiables:**

Marking ladder F [PCM 5.2.15](#)

**Digital resources:**