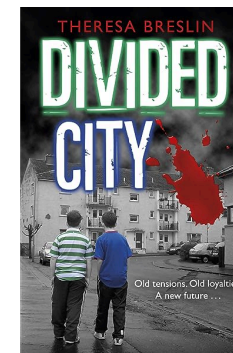


**Divided City**  
**By Theresa Breslin**



Please note that these are **suggestions** and by no means prescriptive.  
Teachers are welcome to use and adapt plans and resources to suit their needs.

All STEM links are highlighted in yellow.

Link to overview and all chapters rather than specific:

*Divided City* is set in Glasgow. Two boys meet when they witness an asylum seeker (Kyoul) being stabbed, and bond over a shared love of football. But Graham is an only child of a Protestant family, and supports Rangers. Joe is from a big Catholic family, and supports Celtic. Together the two boys try to help Kyoul, and learn a lot about themselves, their families, and the shared history of sectarian Glasgow.


Useful information/websites:


[Theresa Breslin's website](#)

[Theresa Breslin on Twitter](#)

[Guardian interview: Bringing the past to life](#) (2010)


<https://www.youtube.com/watch?v=tT4vmADNaPQ&t=40s>


Suggested blocks of learning (Chapters)	Suggested Learning Activities and links to SDG Goals	CfE Experiences and Outcomes
Chapter 1	<p>This planner highlights SDG Goals that link with suggested learning activities. It promotes SDG4 Quality Education throughout.</p>  <p>SDG4 Quality Education "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" applies to every activity.</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a</b></p> <p>Benchmark:</p> <p>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.</p>
	<p>On page 2 the author writes about the huge shadows that are distorted and elongated against the floodlights.</p>	<p>By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of</p>

	<p>Learn all about how shadows are made:  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-are-shadows-made/zgxm6g8">https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-are-shadows-made/zgxm6g8</a></p> <p>Go outside and create and draw around shadows:</p> 	<p>light to show how it can be used in a creative way. <b>SCN 2-11b</b></p>
	<p><u>Word Wizard</u></p> <p>Your task is to use the <b>online dictionary</b> to find the definition of these words:</p> <ul style="list-style-type: none"> <li>• maw</li> <li>• distort</li> <li>• elongate</li> <li>• falter</li> </ul> <p>Using your Chromebook/IPad, write down the definitions and include the sentence from the book, page number (check the meaning fits the context).</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p>

	<p>The author uses metaphors in this chapter:</p> <p>'the tenement building mawed at him'</p> <p>'the shadows were gathering'</p> <p>'huge shadows danced'</p> <p>'his heart was hammering'</p> <p>A metaphor is a figure of speech that compares a shared trait between two unlike things.</p> <p>Metaphors are a type of figurative language, meaning that they're not literally true — they're illustrations that make a strong point by comparing two things you wouldn't necessarily pair together.</p> <p>Watch this YouTube Clip and then write some metaphors of your own:</p> <p><a href="https://www.youtube.com/watch?v=JPEmb8Qoy0">https://www.youtube.com/watch?v=JPEmb8Qoy0</a></p>	<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. <b>ENG 2-31a</b></p> <p>Benchmarks: Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</p>
	<p>Graham launches his chip shop paper in the air, powered by his own quality header.</p> <p>Learn all about The Engineering Design Process and Engineering Habits of Mind and then become an engineer and create a ball launcher:</p> <p><a href="#">Engineering Design Process and Engineering Habits of Mind Power Point</a></p>	<p>I can extend and enhance my design skills to solve problems and can construct models. <b>TCH 2-09a</b></p> <p>I can extend my knowledge and understanding of engineering disciplines to create a solution. <b>TCH 2-12a</b></p>

	<p>Ball Launcher Challenge:</p> <p><a href="https://www.sciencebuddies.org/science-fair-projects/project-ideas/ApMech_p052/mechanical-engineering/build-ball-launcher">https://www.sciencebuddies.org/science-fair-projects/project-ideas/ApMech_p052/mechanical-engineering/build-ball-launcher</a></p>	
Chapter 2	<p>In chapter 2, Joe's granny and Aunt Kathleen play bingo on a Friday night.</p> <p><b>Practise 'Fractions of Amounts' Bingo:</b></p> <p><a href="https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3">https://www.topmarks.co.uk/Flash.aspx?f=bingofractionsofamountsv3</a></p>	<p>I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. <b>MNU 2-07a</b></p>
	<p><b>Manage money and compare costs</b></p> <p>Joe earns pocket money by working in his granny and Aunt Kathleen's shop. If he works 3 hours every Friday night, earning £7.50 per hour for a whole year, how much will he earn? Joe buys chips at £2.20 every night after his shift. How much does he now have?</p> <p>If you had this amount of money, what would you buy? Compare costs from different retailers for the same product. What was the cheapest price you found for it?</p>	<p>I can manage money, compare costs from different retailers, and determine what I can afford to buy. <b>MNU 2-09a</b></p>

	<p><b>Design and build a Foosball game</b></p> <p><a href="https://www.123homeschool4me.com/kid-made-foosball-table_65/">https://www.123homeschool4me.com/kid-made-foosball-table_65/</a></p>	<p>I can extend and enhance my design skills to solve problems and can construct models. <b>TCH 2-09a</b></p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. <b>TCH 2-10a</b></p>
Chapter 3	<p>“The boy on the ground was bleeding. He’d been stabbed. Graham saw blood pooling slowly beside his body. Real blood.”</p> <p><b>Learn all about blood and the circulatory system.</b></p> <p><a href="#">Blood and the Circulatory System</a></p> 	<p>By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. <b>SCN 2-12a</b></p>
Chapter 4	<p>In chapter 4 At Joe’s Aunt Kathleen’s hairdresser’s shop, we learn that an Orange march will pass by next week. As Catholics they have been advised to close during the Protestant march. Joe thinks about football and then, remembering that the Protestant Graham hesitated to shake his hand, he</p>	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. <b>HWB 2-01</b></p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of</p>

	<p>thinks about his family's Catholicism and the prejudice against Catholics.</p> <p>Explore issues around Sectarianism</p> <p><a href="https://education.gov.scot/resources/sense-over-sectarianism-primary-school-workshop-lesson-pack/">https://education.gov.scot/resources/sense-over-sectarianism-primary-school-workshop-lesson-pack/</a></p> <p><a href="https://education.gov.scot/media/jwjj3qlu/inc18sos.pdf">https://education.gov.scot/media/jwjj3qlu/inc18sos.pdf</a></p> 	<p>managing them. <b>HWB 2-02a</b></p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <b>HWB 2-04a</b></p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. <b>HWB 2-07a</b></p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. <b>HWB 2-08a</b></p> <p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. <b>HWB 2-09a</b></p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. <b>HWB 2-10a</b></p> <p>Through contributing my views, time and</p>
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		<p>talents, I play a part in bringing about positive change in my school and wider community. <b>HWB 2-13a</b></p> <p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <b>HWB 2-19a</b></p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. <b>HWB 2-44b</b></p> <p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b></p> <p>As I listen or watch I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b></p> <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my</p>
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		<p>own words as appropriate. <b>LIT 2-05a</b></p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-06a</b></p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, by asking different kinds of questions of my own. <b>LIT 2-07a</b></p> <p>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. <b>LIT 2-08a</b></p> <p>When listening and talking to others for different purposes and ideas, I can: Share information, experiences and opinions; Explain processes and ideas; Identify issues raised and summarise main points or findings; Clarify points by asking questions or by asking others to say more. <b>LIT 2-09a</b></p> <p>To help me develop an informed view, I can identify and explain the difference between</p>
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		<p>fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. <b>LIT 2-18a</b></p> <p>I am developing respect for others and my understanding of their beliefs and values. <b>RME 2-07a</b></p> <p>I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is diversity of belief in modern Scotland. <b>RME 2-09a</b></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <b>RME 2-09b</b></p> <p>I can use evidence selectively to research current social, political or economic issues. <b>SOC 2-15a</b></p> <p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. <b>SOC 2-16b</b></p> <p>I can discuss the issues of the diversity of cultures, values and customs in our society.</p>
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		<b>SOC 2-16c</b>
	<p>Last term, Joe's teacher asked him to write an essay on his favourite sport and to write about the 'why'.</p> <p>Write an essay about your favourite sport. Remember, it's not enough to merely write of your experiences as a player or spectator. Go deeper than that and find the <i>why</i>.</p> <p>See these examples for inspiration:</p> <p><a href="#">My Favourite Sport Essay Examples</a></p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more. <b>LIT 2-09a</b></li> </ul> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT 2-10a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. <b>LIT 2-21a</b></p> <p>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into</p>

		<p>paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b></p> <p>Throughout the writing process, I can check that my writing makes sense and meets its purpose. <b>LIT 2-23a</b></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b></p>
	<p>Henrik Larsson is described as an exceptional player.</p> <p>Research facts about your favourite player.</p> <p>Use Google Drawings to import a picture of your favourite player and write facts about this player.</p> <p><a href="https://docs.google.com/drawings/">https://docs.google.com/drawings/</a></p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. <b>TCH 2-02a</b></p>
Chapter 5	<p>Compass points and Direction Video and Worksheet</p> <p>Graham gets directions from a lady in the hospital waiting room.</p> <p>Learn/Refresh/Consolidate compass points and direction with these activities:</p> <p><a href="#">Compass Points and Direction activities</a></p>	<p>Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. <b>MTH 2-17c</b></p>

	<p>Take part in a debate about the pros and cons of Graham leaving the hospital without telling anyone.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z2ffr82/articles/ztx8pbk">https://www.bbc.co.uk/bitesize/topics/z2ffr82/articles/ztx8pbk</a></p>	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT 2-10a</b></p>
	<p><u>Glaswegian Words and Phrases</u></p> <p><a href="#">Glaswegian Words and Phrases</a></p>	<p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. <b>LIT 2-05a</b></p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-06a</b></p> <p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. <b>LIT 2-13a</b></p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p> <p>I can make notes, organise them under suitable headings and use them to</p>


		<p>understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <b>LIT 2-15a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. <b>ENG 2-03a</b></p>
Chapter 6	<p><b>Directions</b></p> <p>Write directions to get from Glasgow Cross to the Glasgow Royal Infirmary (which is just off Castle Street) using the following <a href="#">Map</a></p> <p>Now, search for your street in your town. Can you give directions to get from your house to your friend's house?</p>	<p>Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. <b>MTH 2-17c</b></p>
	<p><b>Research Asylum Seekers online</b></p> <p><a href="https://www.redcross.org.uk/about-us/what-we-do/how-we-support-refugees/find-out-about-refugees">https://www.redcross.org.uk/about-us/what-we-do/how-we-support-refugees/find-out-about-refugees</a></p> <p>Create a poster on Canva or Google Doc or Google Drawings with images and facts</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am</p>


	<p>about asylum seekers/refugees.</p> 	<p>aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
Chapter 7	<p><b>Visualiser of Garngath/Bridgebar</b></p> <p><a href="https://docs.google.com/document/d/1JS4myVoQ4umaRGQuh9QgQ2ThHSV3C4cJ/edit?usp=drive_link&amp;oid=112042596112081201194&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1JS4myVoQ4umaRGQuh9QgQ2ThHSV3C4cJ/edit?usp=drive_link&amp;oid=112042596112081201194&amp;rtpof=true&amp;sd=true</a></p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p> <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. <b>EXA 2-04a</b></p>
	<p><b><u>Into Enemy Territory</u></b></p> <p>As you read Chapter 7, try to imagine how Graham, a Protestant Rangers supporter, feels as he looks around Garngath. For each</p>	<p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <b>LIT 2-29a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b></p>

	<p>of the quotations below write down how you think it makes him feel.</p> <p><a href="#">Into Enemy Territory</a></p>	<p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. <b>ENG 2-30a</b></p>
	<p>In chapter 7, Graham remembers his uncle telling him that Catholic's brains are smaller - WHICH ISN'T TRUE!</p> <p>Learn facts about the human brain and make and label and model brain</p> <p><a href="https://www.natgeokids.com/uk/discover/science/general-science/human-brain/">https://www.natgeokids.com/uk/discover/science/general-science/human-brain/</a></p> <p><a href="https://www.science-sparks.com/make-a-model-brain/">https://www.science-sparks.com/make-a-model-brain/</a></p> 	<p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. <b>SCN 2-12b</b></p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p>




Chapter 8	<p><b>Alternative words/Synonyms for ‘said’</b></p> <p>Learn what synonyms are:</p> <p><a href="https://drive.google.com/drive/folders/1RzeWAkY_YJdNkh3HrHKEcevbqndtvS3-?usp=sharing">https://drive.google.com/drive/folders/1RzeWAkY_YJdNkh3HrHKEcevbqndtvS3-?usp=sharing</a></p> <p>Teresa Breslin, the author, uses synonyms for ‘said’. Here are some examples in chapter 8.</p> <p>“Knew it!” the older boy declared triumphantly (p. 39)</p> <p>Graham gabbled on (p. 40)</p> <p>Graham cried out (p.40)</p> <p>Find other examples in chapter 8.</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p>
	<p>In chapter 8, Joe explains that Jammy had an accident when he was a baby and fell on his head.</p> <p><b>Conduct this experiment to test the best material to protect your head/brain.</b></p> <p><a href="https://drive.google.com/file/d/1y-09ZOq_otiLId8mVD1Cx8D6bws0VGe4/view?usp=drive_link">https://drive.google.com/file/d/1y-09ZOq_otiLId8mVD1Cx8D6bws0VGe4/view?usp=drive_link</a></p>	<p>By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. <b>SCN 2-12a</b></p> <p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. <b>SCN 2-12b</b></p>

		
Chapter 9	<p><b><u>Word Wizard</u></b></p> <p>Your task is to look up the dictionary for definitions of the following words used in chapter 9:</p> <ul style="list-style-type: none"> <li>· paraphernalia (p.43)</li> <li>· scrutinize (p.45)</li> <li>· suspicious (p.47)</li> <li>· consult (p.47)</li> </ul> <p>When writing this, please include the sentence from the book, the page number and dictionary definition (check the meaning fits the context).</p>	<p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. <b>LIT 2-13a</b></p> <p>Benchmark: Uses strategies and resources to read and understand and clarify unfamiliar vocabulary, for example use a dictionary.</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p>

Chapter 10	<p>In this chapter Joe insists that he and Jammy are best pals.</p> <p>Discuss what qualities make a good friend.</p> <p>Write a recipe for friendship using sequencing language.</p> <p><a href="https://drive.google.com/file/d/1iXT0--E5AkKx_F_uoFa1Nka68ZXUJdqof/view?usp=sharing">https://drive.google.com/file/d/1iXT0--E5AkKx_F_uoFa1Nka68ZXUJdqof/view?usp=sharing</a></p>	<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <b>HWB 2-05a</b></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for <b>LIT 2-26a</b></p>
Chapter 11	<p>Do some <b>research</b> about the famous artist Salvador Dali who painted “Christ of St John of the Cross”</p>  <p><a href="https://www.ducksters.com/biography/artists/salvador_dali.php">https://www.ducksters.com/biography/artists/salvador_dali.php</a></p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p>

	<p><b>Write a biography of Salvador Dali</b></p> <p>Read examples of biographies here and then write your own:</p> <p><a href="https://www.literacywagoll.com/biographies.html">https://www.literacywagoll.com/biographies.html</a></p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. <b>LIT 2-15a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <b>LIT 2-24a</b></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b></p> <p>I can convey information, describe events,</p>
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		explain processes or combine ideas in different ways. <b>LIT 2-28a</b>
	<p><b><u>Depression</u></b></p> <p>We find out in chapter 11 that Joe's dad has depression.</p> <p>Learn ways to keep good mental health and wellbeing:</p> <p><a href="#">Good Mental Health Power Point</a></p> <p><a href="#">How Can We Keep Good Mental Health Starter</a></p> <p><a href="#">Ways to keep Good Mental Health</a></p> 	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. <b>HWB 2-01a</b></p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. <b>HWB 2-02a</b></p> <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. <b>HWB 2-03a</b></p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <b>HWB 2-04a</b></p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <b>HWB 2-05a</b></p> <p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills</p>

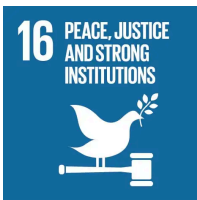
		<p>and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. <b>HWB 2-06a</b></p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. <b>HWB 2-07a</b></p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. <b>HWB 2-08a</b></p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 2-15a</b></p>
Chapter 12 - 13	<p><b>Create an Information poster about The Balkans on Google Doc/Canva/Google Drawings</b></p> <p><a href="https://kids.kiddle.co/Balkans">https://kids.kiddle.co/Balkans</a></p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and</p>

		<p>resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
Chapter 14	<p><b><u>Character Examiner</u></b></p> <p>Draw a picture of Kyoul and write around the character all the things you know about this character (their personal traits, how they are feeling etc)</p> <p>Now do the same thing for Leanne.</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. <b>EXA 2-05a</b></p>
Chapters 15 -19	<p><b>Become an Engineer</b></p> <p>In small groups, design and create your own model of your favourite football ground - this could be made out of cardboard/recycling materials/Makedo kit/wood or anything else.</p>	<p>I can extend and enhance my design skills to solve problems and can construct models. <b>TCH 2-09a</b></p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. <b>TCH 2-10a</b></p>

	<p>Research Rangers and Celtic</p> <p>As at 2023 both Rangers FC and Celtic FC have won 9 games in a row.</p> <p>Research both teams and create a Fact File/Leaflet/Google Doc/Poster with dates of league titles etc.</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>Searching, processing and managing information responsibly I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
Chapter 20 - 25	<p><b><u>Write a Newspaper Article</u></b></p> <p>Write a newspaper report about Kyoul being stabbed and him being in hospital with amnesia.</p> <p><a href="#">Newspaper Report Features</a></p> <p><a href="#">Newspaper Report Template</a></p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <b>LIT 2-24a</b></p> <p>By considering the type of text I am creating,</p>



		<p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
Chapter 26	<p><b><u>Design a Coat of Arms</u></b></p> <p>Leanne told Kyoul the story of the symbols of the city coat of arms.</p> <p>Watch this YouTube clip about coats of arms.</p> <p><a href="https://www.youtube.com/watch?v=8uY-ktechWc">https://www.youtube.com/watch?v=8uY-ktechWc</a></p> <p>Design a coat of arms for your town.</p> <p><a href="#">Design a Coat of Arms</a></p>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. <b>EXA 2-05a</b></p>
Chapter 27-31	<p><b><u>Design a Wanted Poster on Canva/Google Doc/Word/Paper</u></b></p> <p><a href="https://www.canva.com/create/wanted-posters/">https://www.canva.com/create/wanted-posters/</a></p> <p>Read the newspaper article “<i>Have you seen this man</i>” at the beginning of chapter 31 and design a wanted poster.</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am</p>

		<p>aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p>
Chapter 32 - 33	<p><b>SDG 16 - Peace, Justice and Strong Institutions</b></p> <p>Research the Sustainable Development Goal 16</p> <p><a href="https://en.unesco.org/themes/education/sdgs/material/16">https://en.unesco.org/themes/education/sdgs/material/16</a></p> <p>Create a poster similar to this one:</p> <p><a href="http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_17_Image_0001.jpg">http://cdn.worldslargestlesson.globalgoals.org/2016/06/A-To-Do-List-for-the-Planet_Page_17_Image_0001.jpg</a></p> 	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p>
Chapter 34	<p><b><u>Read Chapter 34 and answer the questions</u></b></p> <p><b><u><a href="#">Chapter 34 Comprehension</a></u></b></p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing</p>

		<p>fluency, understanding and expression. <b>ENG 2-12a</b></p> <p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. <b>LIT 2-13a</b></p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b></p>
Chapter 35 - 37	<p><b><u>Under Pressure</u></b></p> <p>Graham is under pressure from many different directions. Fill in the boxes to show how each issue is worrying him.</p> <p><a href="#"><u>Under Pressure</u></a></p>	<p>When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <b>LIT 2-09a</b></p> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT</b></p>

		<b>2-10a</b>
	<p><b><u>Write a Diary Entry</u></b></p> <p>Look at what a good diary entry looks like:</p> <p><a href="https://www.literacywagoll.com/diary-entry.html">https://www.literacywagoll.com/diary-entry.html</a></p> <p>Write a diary entry for Graham. Concentrate on how Graham feels at that point about:</p> <ul style="list-style-type: none"> <li>• letting people down</li> <li>• leaving his friend behind</li> <li>• disappointing his parents</li> <li>• possibly missing out on an opportunity to play for Glasgow City</li> <li>• getting into trouble with the police.</li> </ul>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. <b>LIT 2-21a</b></p> <p>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. <b>LIT 2-22a</b></p> <p>Throughout the writing process, I can check that my writing makes sense and meets its purpose. <b>LIT 2-23a</b></p>
Chapter 38	<p><b><u>Tension Graph</u></b></p> <p>The pressure on Graham and the tension for the reader increases gradually until it reaches its peak in Chapter 37. Study the Graph below and for each chapter choose an event and label the graph with the event.</p> <p><a href="#">Tension Graph</a></p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
	<p><b><u>Predictor</u></b></p>	<p>When listening and talking with others for different purposes, I can:</p>

	<ul style="list-style-type: none"> <li>• Your task is to think about what is going to happen next in the story</li> <li>• Consider what you already know about the text in order to make a prediction.</li> <li>• Write down what you think will happen next.</li> <li>• Write down an explanation as to why you think this will happen.</li> </ul>	<ul style="list-style-type: none"> <li>• share information, experiences and pinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more. <b>LIT 2-09a</b></li> </ul>
Chapter 39 - 41	<p><b><u>Friendship</u></b></p> <p>Joe and Graham have fallen out. Rangers supporters and Celtic supporters CAN be good friends and have been in the past and in the present!</p> <p>Read about “The Rangers and Celtic Bond of Friendship that time forgot:”</p> <p><a href="#">The Ranger and Celtic Bond of Friendship that time forgot</a></p> <p>Share your opinion about this with your peers.</p>	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. <b>LIT 2-11a</b></p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <b>HWB 2-05a</b></p> <p>When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <b>LIT 2-09a</b></p> <p>I am developing confidence when engaging with others within and beyond my place of</p>

		learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT 2-10a</b>
Chapter 42	<p><b><u>Onomatopoeia</u></b></p> <p>At the end of chapter 42, the author uses the word 'thud' to describe the sound of the drum.</p> <p><a href="https://drive.google.com/drive/folders/1-Nb9O7pAelGvFQUWR28HFqxWGAoBzggD">https://drive.google.com/drive/folders/1-Nb9O7pAelGvFQUWR28HFqxWGAoBzggD</a></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• discuss structure, characterisation and/or setting</li> <li>• recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>• discuss the writer's style and other features appropriate to genre. <b>ENG 2-19a</b></li> </ul> <p>I am learning to use language and style in a way which engages and/or influences my reader. <b>ENG 2-27a</b></p>
Chapter 43	<p><b><u>Tension Graph - Part 2</u></b></p> <p>Draw and label a Tension Graph for the final section of the book.</p> <p><a href="#">Tension Graph Part 2</a></p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>

Chapter 44 - 45	<p><b>Create a Video to be viewed by scanning a QR Code</b></p> <p>Make a video to tell others what your favourite part of the book was. Then upload it and create a QR Code so that others can scan and watch your video:</p> <p><a href="https://www.qr-code-generator.com/solutions/video-qr-code/">https://www.qr-code-generator.com/solutions/video-qr-code/</a></p>	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. <b>LIT 2-02a</b></p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <b>LIT 2-10a</b></p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. <b>TCH 2-01a</b></p>
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	<p><b><u>Write a book review:</u></b></p> <p><a href="https://docs.google.com/document/d/1CvT95pcuXWXq-9ScM2jHimcA6jLk-S-u/edit">https://docs.google.com/document/d/1CvT95pcuXWXq-9ScM2jHimcA6jLk-S-u/edit</a></p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. <b>LIT 2-16a</b></p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 2-20a</b></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <b>LIT 2-26a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
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	<p><b><u>Sense over Sectarianism - Drama</u></b></p> <p>This series of six lessons has been written as part of a Sense Over Sectarianism project between two local schools (denominational and non-denominational) but can be taught as drama lessons for individual schools.</p> <p>The lessons are aimed at tackling the issue of sectarianism by asking children to consider their views but ultimately to begin to consider other people's views and beliefs and to respect these. A variety of resources has been pooled to create this unit, in particular the novel Divided City by Theresa Breslin.</p> <p>The unit culminates with a script for a performance, which is of course optional, but an effective way to celebrate the success of the unit.</p> <p><b><u>Sense over Sectarianism - Drama</u></b></p>	
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