

## Year 6 Reading Text LTP & Rationale.

Text - The Explorer by Katherine Rundell

Term - Spring

### Week 1:

**Pre-read:** p1 to p17 [Flight/The Green Dark]

**RIC:** reading and comprehension based on p1 to p17. VIPERS - varied.

**Reading at 3/Homework:** p18 to p49 [Den/The River].

**Non-fiction linked texts:** newspaper article re a newspaper crash.

<https://www.bbc.co.uk/news/magazine-17476615>

### Week 2:

**RIC:** reading and comprehension based on p18 to p48 [Den/ The River]. VIPERS - vocabulary and inference.

**Reading at 3/Homework:** p49 to 76 [Food (Almost)/Fire/The Raft]

**Non-fiction linked texts:** explanation text - survival in the jungle.

<https://www.survivenature.com/jungle.php>

### Week 3:

**RIC:** reading and comprehension based on p49 to p76. [Food/Fire/Raft]

VIPERS - explanation with a focus on using the text to support answers.

**Reading at 3/Homework:** p77 to p100 [Maiden Voyage/ Sardines].

**Non-fiction linked texts:** non-chronological report - Amazon tribes and their foods. <https://www.express.co.uk/life-style/diets/780665/revealed-South-American-tribe-healthiest-arteries-any-population>

<https://www.detourdestinations.com/blog/foods-of-the-amazon-tribes>

### Week 4:

**RIC:** reading and comprehension based on p77 to p100 [Maiden Voyage/ Sardines]. VIPERS - vocabulary.

**Reading at 3/Homework:** p100 to p138 [Abacaxi/Monkeys & Bees].

**Non-fiction linked texts:** Biography of the famous explorer, Percy Fawcett (who is directly mentioned in the text).

[https://en.wikipedia.org/wiki/Percy\\_Fawcett](https://en.wikipedia.org/wiki/Percy_Fawcett)

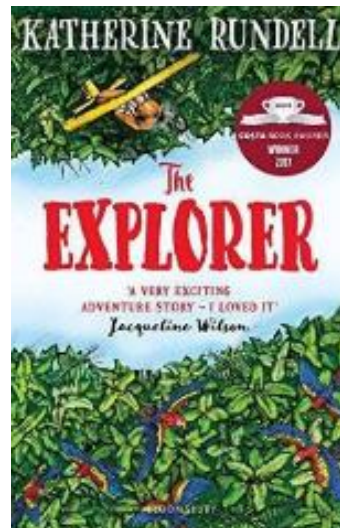
### Week 5:

**RIC:** reading and comprehension based on p100 to p138 [Abacaxi/Monkeys & Bees]. VIPERS - inference.

**Reading at 3/Homework:** p140 to p176 [Con/Smoke/On the River].

**Non-fiction linked texts:** Persuasive text- charity Amazon Aid website (section on sloths and deforestation)

<https://amazonaid.org/species/three-toed-sloth/>



### Week 6:

**RIC:** reading and comprehension based on p140 to p176 [Con/Smoke/On the River]. VIPERS - varied dependent on need.

**Reading at 3/Homework:** p178 to p225 [Top of the Cliff/ Ruined City/Explorer].

**Potential non-fiction linked texts:** instructions - how to build a raft.

<https://www.asgmag.com/survival-skills/equipment/3-ways-of-making-a-survival-raft/>

### Week 7:

**RIC:** reading and comprehension based on p178 to p225 [Top of the Cliff/ Ruined City/Explorer]. VIPERS - explanation/ summary.

**Reading at 3/Homework:** p226 to p262 [Trap/Tarantulas].

**Potential non-fiction linked texts:** newspaper article - lost city in the Amazon jungle.

<https://www.theguardian.com/world/2010/jan/05/amazon-dorado-satellite-discovery>

### Week 8:

**RIC:** reading and comprehension based on p226 to p262

[Trap/Tarantulas]. VIPERS - inference and vocabulary.

**Reading at 3/Homework:** p264 to p309 [Twice-Fried/Fishing in the Dark]

**Potential non-fiction linked texts:** non-chronological report - different types of tarantula [[request books via ELS](#)].

### Week 9:

**RIC:** reading and comprehension based on p264 to p309 [Twice-Fried/Fishing in the Dark] VIPERS - inference.

**Reading at 3/Homework:** p310 to 340 [The Vow/Explorer School/ Stuck in the mud/Max]

**Potential non-fiction linked texts:** debate around Amazonian tribes and their vulnerability to diseases through contact with the outside world.

<https://www.theguardian.com/global-development/2020/mar/23/the-isolated-tribes-at-risk-of-illness-from-amazon-missionaries>

### Week 10:

**RIC:** reading and comprehension based on p310 to 340 [The Vow/Explorer School/Stuck in the mud/Max]. VIPERS - explanation.

**Reading at 3/Homework:** To complete the book.

**Potential non-fiction linked texts:** poetry about being brave and/ or overcoming fears (Fred's flight and the children's fears about what going home means).

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### Key Vocabulary

ascent	Act of climbing or moving upwards.
botanist	A scientist who studies plants.
caiman	A reptile related to alligators.
cannibals	A person that eats human flesh.
canopy	A layer of the rainforest where thick branches and large leaves overlap to create a 'roof' type structure.
cataclysm	An event that causes sudden change or a lot of destruction [used by the Explorer to describe the effect that meeting Max has on his life].
cholera	A serious infection of the bowels after having infected water or food. Causes a serious illness and sometimes death.
concussion	Temporary damage to the brain caused by a fall or other injury.
conscience	The part of someone that judges how good or bad their actions are - linked to feeling guilty for making the wrong choices.
convalesce	To rest in order to recover from an illness or operation.
eccentric	Something or someone strange or unusual - sometimes in a humorous way.
foliage	The leaves of a plant or tree.
gourd	The shell of a fruit that is hard and cannot be eaten - this can sometimes be used as a container.
indigenous	Naturally living in a place or country rather than arriving from another place.
insolent	Someone/ something that is rude or not respectful.
lianas	A climbing plant/vine that grows in tropical areas; they can be used as a rope.
peasant	A person farming a small piece of land with little wealth (and potentially little power/status socially)
philosopher	Someone who studies or writes about the meaning of life.
pneumonia	A serious illness in which the lungs become filled with liquid, making it hard to breath.
topography	The physical appearance of the natural features of the land (especially its shape).
undulate	A continuous up and down shape or movement.

### Rationale:

#### Prior Learning:

Children have studied the rainforest as an environment in Year 3 so will have some understanding of the landscape, the weather conditions and animals living in the habitat.

Forest schools teaches them some of the techniques that the children in the book use to survive after the plane crash.

#### Links to Year 6 curriculum:

Text develops further understanding of this biome, which allows contrasts to be made when the other biomes in South America are studied as we study the diversity of South America.

#### Links to intent:

Part of being a global citizen means appreciating the importance of areas like the Amazon and understanding the need to protect these (a strong message given by the Explorer himself).

We want our children to not only accept but celebrate diversity - the characters in the story do this as they overcome their differences to develop a friendship that lasts a lifetime. Likewise, they accept the very different approach to life that the Explorer has and learn that we need to look behind the appearance of a person to understand who they really are.

The story shows how the children develop their understanding of themselves and how this helps them succeed not just in surviving the jungle but also in their future aspirations.

#### Links to PSHE/CARE:

**Resilience** - all of the children in the story have fears that they learn to conquer through their experiences (C) and - through their experiences - they learn respect (R) for each other's individual strengths and talents.

**Teamwork** - story explores how very different people can use their different skills to form an effective team to achieve the impossible. It is clear in the story that the children would not have survived without Fred's fearless leadership, Con's amazing memory, and Lila's practicality.