



Week 1

Chapter 1: A really awful start.
 Link text: What can you do? (anti-bullying information text).

Week 2

Chapter 2: The wumpy choo
 Link Text: Women's football and sporting values (information text).

Week 3

Hidden Figures by Shetterly (picture book)

Week 4

Chapter 3: Pink, pink, nothing but pink.
 Link Text: Extracts from Billy Elliott (film)

Key Vocabulary	
enviously	with jealousy
dawdling	waste time or be slow
baffled	to be confused or puzzled
dismay	concern, feeling of fear or shock
savagely	in a fierce or uncontrolled manner
stragglers	people moving slowly/falling behind
perched	sit on or near the edge
scoffed	mock or jeer
mystified	puzzled or confused
triumphantly	showing great happiness or joy
presumably	thinking something is likely or reasonable
grimacing	make an expression of pain or dislike
hostile	showing dislike or unfriendly
bystanders	onlookers or people who do not take part
fervently	very enthusiastically
apparition	ghost or something supernatural
contentedly	happy or satisfied
flailing	to wave or swing wildly
glowered	angry, sullen or scowling

Rationale (linked to previous knowledge, LL intent statement, CARE values)

Themes within sequence of learning: Gender inequality, Respect, Equality, Friendship, Stereotypes, Discrimination, Role models from other cultures and Bullying. Are girls and boys treated differently? Do gender stereotypes exist? Are there different expectations placed upon girls and boys? Bill's New Frock concerns a young boy, Bill Simpson, who wakes up one morning to find he has transformed into a girl. He is baffled by the way things are just different for girls. This text has been chosen as an adventure story by a classic author for several reasons: gender stereotypes are challenged in humorous ways; aspects of school life familiar to all children are considered; bullying and its causes are debated and the importance of friendship and social equality is developed. Several of the complementary texts have been chosen as they both challenge gender stereotypes and offer our children exposure to BAME role models (underrepresented in our locality). LL Intent: The texts in this sequence support our children in their understanding of the diversity of life. They promote valuing everyone as individuals and unlimited potential regardless of gender or other difference, which is key to our intent. They build aspirations for all – key to us based on our diverse catchment. CARE: Equality across all differences is key to our value of respect. Demonstrated through several examples of overcoming difficulties (e.g. bullying) and building confidence. Achievement for all in both academic and social areas of life is strongly endorsed.

Week 5

Chapter 4: No pockets
 Link Text: Great women who changed the world by Pankhurst (Non-fiction) - Jane Austen & Marie Curie.

Week 6

Chapter 5: The big fight
 Link Text: Please Mrs Butler Allan Ahlberg - playtime poems (poetry)

Week 7

Chapter 6: Letting Paul win
 Chapter 7: Happy ending

Week 8 Coordinating with anti-bullying week

Sophie's Rules (playscript)
 Big Cat - Ruby Stage

Power for Good (poetry with bullying/friendship theme).