



HOW THE AMAZING JOURNEY OF CUPPA
MEETS NATIONAL CURRICULUM
REQUIREMENTS IN OTHER SUBJECTS



CUPPA

SUPER CHALLENGES

ART & DESIGN



To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Learn to evaluate and analyse creative works using the language of art, craft and design.

To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Pupils produce creative work, exploring their ideas and recording their experiences.

London is home to some of the most famous sculptures in the world. From Nelson's Column and the Wellington Monument, to more contemporary works such as Antony Gormley's, Quantum Cloud. There is much inspiration for work on sculpture in Mission 1.

Have you ever heard of Kandinsky's Circles? If you are a primary teacher, then the answer is probably 'yes!' In Mission 2 when Cuppa visits Moscow, he is also at the birth place of one of Russia's most famous artists, Wassily Kandinsky (1866 - 1944). He was recognised as painting one of the first purely abstract pieces of work. This could be the stimulus for a unit of work on abstract art.

Many artists have tried to capture the beauty of The Rocky Mountains in Canada. One recently sold for more than 11 million dollars! Pupils could join Cuppa in Mission 3 to catch the line, tone and colour of the world famous landmark. In the final section of Cuppa's journey, he travels to Australia. Where could you find greater historical and cultural art work than in Aboriginal art collections?



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GEOGRAPHY



Locate countries on a world map.

To understand the terms longitude and latitude.

To know where the Northern and Southern Hemispheres are and identify the tropics of Cancer and Capricorn.

To know about different time zones around the world.

To study regions of the UK.

To know about features of North and South America.

We take Cuppa on a journey around the globe! Beginning in London, UK, he travels to Moscow in Russia, then on to Toronto in Canada, followed by Machu Pichu in Peru and finally in Islamabad, Pakistan. In the final mission, 'I'm Not a Celebrity, Get Me in Here' he travels to Sydney, Australia.

This provides opportunities for pupils to journey with Cuppa studying a number of rivers, volcanoes and mountain ranges on the way. They will also visit areas prone to earthquakes and other natural disasters.

The variety of countries Cuppa visits allows pupils to consider different land uses, types of settlement and observe trade links. They will learn about natural resources available in the different areas of the world and can acquire knowledge of energy, minerals, water and food accessibility.

There are opportunities to read and compare map scales of the different places Cuppa visits and to draw plans of his destinations. Routes could be created and followed to show Cuppa's journey and there is the opportunity to use Ordnance Survey maps when he begins his excursions in London.

Cuppa is truly global!



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COMPUTING



To create web pages.

Use multi-media apps.

Create own sounds and compositions and add animations.

To use email.

Use spread sheets effectively.

To write simple codes for programming.

To learn how to be safe online.

Cuppa attends the Queen's birthday party in Mission 1. Pupils could use spread sheets to plan and cost for a party fit for a queen.

Cuppa also provides opportunities for much role play. In Mission 2 Cuppa could keep an online diary to record his thoughts and feelings whilst in Russia. Pupils could produce podcasts to tell of Cuppa's adventures and contribute to a school blog throughout his journey.

Whilst in Canada, pupils could recreate the Husky Dog Sled Race using a simple animation app. Using the concept of choices, which is engrained in the story, pupils could create a presentation combining text, sound and graphics to hyperlink to different pages for different outcomes according to the choices made.

To communicate using computers, pupils could email the author, Ross McWilliam, who willing be willing to answer any questions the pupils may have. There may also be opportunities for your class to organise a video conference with Ross! Look out for 'Cuppa Capers' which is an online game where you can write code to control Cuppa. Where will you take him?

Coming soon to a computer near you!



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HISTORY



Pupils should be taught about The Roman Empire and its impact on Britain.

To study a non-European society that provides contrasts with British history.

To study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study such as The Indus Valley.

Whilst Cuppa is in London the pupils could learn about the impact that the Roman Empire has had upon Britain and in particular London. They could learn how the Romans arrived in Kent and then sailed up the River Thames to invade London about 2000 years ago.

In Mission 4, Cuppa visits Machu Picchu in Peru to learn about the importance of perception. Whilst here, pupils could consider the historical importance of Machu Picchu and learn about South America as a continent, focussing on the differences in their society. These early Incas and Mayans are in contrast to British history which is a requirement of the National Curriculum.

Pupils should complete an in depth study of one of the earliest civilisations such as the Indus Valley. This opportunity arises in Mission 5 when Cuppa visits Pakistan.

Cuppa can time travel too!!!!



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SUPER CHALLENGES

MUSIC



To develop an understanding of the history of music.

Pupils should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To listen with attention to detail and recall sounds with increasing aural memory

Whilst in the UK, Cuppa could encourage the class to look at two of Britain's most famous composers, Edward Elgar and Benjamin Britten. This could start the conversation about the history of music and initiate a timeline of famous musicians and musical history.

Next, Cuppa visits Russia, where a unit studying the superb work of Peter Ilyich Tchaikovsky is surely an opportunity too good to refuse. Studying Swan Lake, Sleeping Beauty and The Nutcracker would be natural links and a more in depth study of the Nutcracker Suite would broaden the musical opportunities.

Canada in Mission 3 provides an opportunity to appreciate music from more contemporary artists born in Canada such as Bryan Adams, Alanis Morissette, Shania Twain, Michael Buble, Justin Beiber, Avril Lavigne and Nelly Furtado amongst many others.

Peruvian music draws from influences from African and Spanish music and the instruments used allow pupils to appreciate music from different traditions.

The final journey to Australia provides much contrast with western influences and 60,000 year old Indigenous Australian music and the irresistible chance to have a go at playing the didgeridoo.



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CUPPA

SUPER CHALLENGES

ENGLISH - WRITING

Identify audience and purpose for writing

Consider how authors have developed characters

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Using a wide range of devices to build cohesion within and across paragraphs

Using further organisational and presentational devices to structure text and to guide the reader

Ensuring the consistent and correct use of tense throughout a piece of writing

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun



MISSION 1 - CHALLENGE

LO - To build cohesion within paragraphs.

Explain how Chris is feeling about going to London. Consider how his thoughts and feelings change using words like, firstly, subsequently, presently, etc.

LO - Write expanded noun phrases to convey information concisely.

Using nouns from pages 23 - 28 of Mission 1, such as the Rolls-Royce Ghost car, George the driver, the gatekeeper's lodge, Confidence First School, etc. and write clear and concise noun phrases to describe.

LO - Link ideas across paragraphs using adverbials.

Give a clear recount of Chris Cupsworth's journey in Mission 1 by documenting what he did, where he went and who he met throughout his time in London. Writing should contain his thoughts and feelings using adverbials such as usually, mostly, generally, seldom, etc.

LO - Use semi-colons to mark boundaries between independent clauses.

Choose from characters in Mission 1 and decide how events made characters feel and behave. i.e. The school was huge; Chris was terrified.

LO - Blend description, action and dialogue (DAD) to convey character traits.

Create a new scene where Jock Mac and Jack Mac meet Alf. Use an effective mix of direct and reported speech, description and action to show how different the characters are. Introduce other characters as necessary.

MISSION 2 - UNIQUENESS

LO - Create complex sentences using relative clauses with relative pronouns.

Use 'when, whose, who, which, where, that,' to create a range of complex sentences inspired by characters and events from Mission 2. i.e. Ursula, who found it easy to appreciate uniqueness, was beginning to lose patience with Cuppa.

LO - To create and punctuate sentences using simile starters.

Consider each character from Mission 2 and pupils match up or create similes to use with each character. i.e. Like a rabbit in car headlights, Cuppa stood frozen on stage.

LO - Use organisational and presentational devices.

Produce a poster about celebrating uniqueness. Use headings, bullet points, text boxes, images, captions, subheadings, bold text and underlining. Use CUPPA videos - Positive Mirror Talk and Dove Real Beauty to inspire content of posters. Link to Children's Mental Health Week and celebrating being ourselves.

LO - Give opinions on how authors develop characters and settings.

Consider how character Chris Cupsworth has developed over the first two missions. How has he changed and how is he still the same? What do you notice about how Ross McWilliam has portrayed the teachers and fellow students in both chapters? What similarities do you notice and is this deliberate?

LO - To use a range of techniques to engage the reader.

Evaluate the use of rhetorical questions, audience relevant themes, use of catchy phrases, keywords, direct addresses to the reader through choices, videos and activities at the conclusion to each mission.

How effective are these techniques in engaging us in the story?

MISSION 3 - POSITIVITY

LO - To identify and use commas to indicate parenthesis.

With characters Chris, Penny, Jenny, Pete, Miss Brightside and Chief Running Cloud, create sentences with 'drop in' clauses. e.g. Chris, who recognised the chimp was trying to put him down, decided to give it his best and chase after the Mack Twins.

LO - To suggest changes to vocabulary to enhance effects.

Through reading and discussion decide where there are opportunities to 'up level' vocabulary choices in Mission 3. Use thesauri where appropriate. Consider the effect that this has on the reader. Does the new vocabulary selected by the pupils improve the sentences and description?

LO - Create and punctuate complex sentences using 'ed' and 'ing' openers.

Use the Husky Dog Sled Race as inspiration for producing a range of complex sentences that start with words that end in 'ed' or 'ing'. This event in Mission 3 is action packed and well-matched for writing complex sentences that include action. These could be written as individual sentences or pupils could write them as part of a new race.

LO - To note take and précis longer passages.

Pupils take notes from the events of the Husky Dog Sled Race. From notes taken and shared the pupils write a synopsis of the race as if they were a sports reporter writing for the Toronto Times.

LO - Blend description, action and dialogue within sentences and paragraphs to convey characters.

Create a short passage similar to the following for each character in Mission 3. "Hank Mack stormed into the room, kicked over the chair and boomed at the top of his voice, "That race was fixed!"

MISSION 4 - PERCEPTION

LO - Use different sentence structures with increasing control.

Write a passage entitled, 'What is a Role Model?' Use short sentences for effect, compound sentences to join two related ideas and include a range of complex sentences, including fronted adverbials.

LO - Use a range of planning approaches.

Storyboard a 'When Role Models Go Wrong' plan. Pupils are given examples of where a celebrity shows themselves not to have the required attributes to be classes as a positive role model. Children use one of these examples or one of their own to create an outline using a storyboard.

LO - To select appropriate register for formal purposes.

Prepare a debate between yourself and Floyd Forceman about his lies. Prepare what you will present about him and be prepared for what he will respond to you. You could be the prosecuting barrister. Ensure speech is formal and plan this using the appropriate sentence structure and vocabulary.

LO - Explore and investigate active and passive.

Pupils find and change examples of active to passive and vice versa in Mission 4. Evaluate what effect this has on the writing. Does it alter the meaning or change the impact of a sentence to change between active and passive?

LO - To use similar writing models.

Analyse the use of the three choices. Children to plan and write an extended piece using this model. Give the reader three choices and outcomes for each. Consider potential use of computers for this and hyperlink to possible outcomes as a result of choices.

MISSION 5 - ACTION

LO - Investigate and collect a range of synonyms and antonyms.

Use a thesaurus to collect words to describe characters found in Mission 5. Place synonyms in order according to shades of meaning. Make a card game which matches antonyms. Pupils place each word in the correct context within a sentence.

LO - To deviate narrative from linear or chronological sequence.

Pupils identify an opportunity with Mission 5 where they could interject the writing with a 'flashback' of something that happened to Cuppa in a previous mission. Recognise where Ross McWilliam has done this and attempt own flashback.

LO - Combine text types to create a hybrid text.

Develop a persuasive speech about the Cuppa story and present this in a 'Dragon's Den' style pitch in order to persuade their peers to read the story.

LO - Use modal verbs and adverbs to indicate degrees of possibility.

Give advice to characters met throughout the quest to find a confident mindset. Decide in groups whether they 'might', 'could', 'would', 'should', 'must' take the advice given. Then make statements of opinion/ assumptions about different characters and decide if these are 'probably', 'definitely', 'maybe', 'surely', 'certainly', 'possibly' true and provide evidence.

LO - To identify audience and purpose.

Analyse the text, tone and discuss potential audiences and the purpose of this text. Discuss the genre and the formality of the writing. Is it aimed at children, adults, teenagers, boys, girls? Has it been written to explain, inform, entertain, persuade or as a recount? Formulate some questions to ask the author.



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MISSION 1 - CHALLENGE

LO - Use punctuation to determine intonation and expression when reading aloud to an audience.

Pupils find examples of how punctuation such as ellipsis, commas, question marks and punctuation marks aids the reader when reading aloud. What effect does the punctuation have on the way we read out aloud and to how we then interpret the meaning of the written words?

LO - To explain the meaning of new words and phrases within the context of the text.

Children explain how the words and phrases in blue (Key Words Page) relate to characters in Mission 1. Can they relate this to their own life experiences?

LO - To provide well-structured explanations for their views.

Select characters from Mission 1 and create character profiles using evidence from the text to support their views.

LO - Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Using clues in Mission 1 can pupils make predictions about how characters will develop such as Cuppa, The MacTwins, Willie Fail and who or what is Alf?

LO - Participate in debates on an issue related to reading.

Consider the MacTwins. Are they bullies? How is their behaviour inappropriate?

Are they victims and do they need help from other characters?

MISSION 2 - UNIQUENESS

LO - Explore texts in groups and deepen comprehension through discussion.

Reflect on reading so far and state opinions and facts about characters. Make predictions about future events.

Give each pupil in the group a character and prepare them for 'Hotseat' type questioning.

LO - Scan for key information.

Identify words and phrases from Mission 2 that tell us how Cuppa is feeling about: going to Russia, taking the puck shot and the Casual T-shirt Dancing Competition.

LO - Infer characters thoughts, feelings and motives from their actions and substantiate these with evidence from the text.

Consider Alf, Cuppa, Ursula, Mr Individual and the Mackski Twins and create a short biography based on evidence from Mission 2.

LO - Explain the effect on the reader of the author's choice of language.

Give reasons why Ross McWilliam has used phrases such as 'The Sheep Law', 'Best Version of You', 'Never Dare to Compare' and 'Shield and Wall'. What effect do these techniques have on the reader? How do they enhance the story?

LO - Compare characters within texts.

Use two very different characters such as Cuppa and Alex Mackski and consider their different approaches to the same situations. Which character has the better attitude and which actions obtain the best outcomes?

MISSION 3 - POSITIVITY

LO - Predict what may happen from what is stated and implied.

Read the first two pages of Mission 3 and make predictions about what Pete Positivity might be like and how Canada will help Cuppa to develop his positive mind set.

LO - To distinguish between fact and opinion.

Discuss the 'Breakthrough Thoughts' and the 'Keywords' page and whether these are statements of fact or opinion. Change them into statements of facts.

LO - Summarise main ideas drawn from more than one paragraph.

Highlight the key details and information that demonstrates what the main idea is about 'The Chimp' and the 'TA Principle'.

LO - To participate in discussions about texts, build on their own and others ideas and challenge views courteously.

Use the Agree, Build, Challenge model (ABC) to discuss Cuppa's choices when he is in the Husky Dog Sled Race and when he faces the 'Chimp' in Mission 3.

LO - To demonstrate active reading strategies.

Generate questions about Mission 3 using the 'Keywords' page as a focus for questioning and relate these to pupils' own personal experiences.

MISSION 4 - PERCEPTION

LO - Skim for the gist and scan for key words and locate key information. Find the key vocabulary and sentences which illustrate what 'Perception', 'Smarter Confidence' and 'Role Model' means in the context of the story.

LO - Justify opinions and elaborate by referring to the text.

Use Point, Evidence, Explanation (PEE) to show an understanding of the characters Floyd Forceman, Mr Many Views, River Banksy and Quiet Eduardo.

LO - To explore themes within a text.

Discuss Floyd Forceman and the fact that he was a role model to many people. Identify pupils' role models and who they aspire to be like. Are all role models good examples of how to live our lives? Make a list of positive role model qualities.

LO - Make comparisons of characters viewpoints.

When Cuppa chose to expose Floyd both characters would have felt very different about his actions.

Write a diary entry for each character focussing on thoughts and feelings.

LO - Explain the meaning of new vocabulary.

Identify words and phrases in the text: compliment, misperception, interpretation, negative banter, smarter confidence and message misperception. Explain what these mean in the context of the story, providing evidence from the text.

MISSION 5 - ACTION

LO - Explore, recognise and use the terms analogy, style and effect.

Can the children give analogies that link to 'Famous Failures' and 'The Benefits of Failure'? Why has the author chosen to focus on this and what does this tell us about his style of writing and what effect does it have on the reader?

LO - Demonstrate active reading strategies.

Children create a reading journal to record thoughts and feelings and reflections about Chris Cupsworth's journey.

LO - Explain and discuss their understanding of what they have read.

Plot the journey of Cuppa, both geographically and what he has learned in the different locations. Make notes for each mission.

LO - Recommend books to peers with detailed reasons for their opinions.

Organise book club style discussions and evaluations of the whole story. Complete book reviews for the whole book and explain sentiments towards the book in depth.

LO - To use notes to support a presentation.

Children prepare a short presentation using digital technology for another class, group, parents or governors which tells the journey of Cuppa and what they have learned about the confident mindset.