



Mr Nobody

6 Weeks



Rationale/Intent:

The mysterious character will ignite our imagination as we begin to explore the novel, *Skellig*. As we read more we will begin to make links with the clues left behind, developing our ability to create imagery within our writing. Throughout this project, we will be immersing the children in Science and we will build on key knowledge and skills from Year 5. The children will understand how living things have changed over time and that animals have adapted to their environments, over time, in order to survive. Throughout this project, in Geography, the children will learn about national and international environmental issues and describe where our energy and natural resources come from. The children will be showing the British value of Rule of Law and Mutual Respect when discussing environmental issues and debating home schooling. These discussions will enable us to explore the themes that arise in *Skellig* and we will use this to create an atmospheric story telling session for younger children.

Hook:

Children find quotes from *Skellig* and need to think about them and how they got there.

Outcome

Atmospheric story telling for Year 3 using their published chapter story.

English

Link text; *Skelling*

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Narrative

Use *Skellig* as a model for creating atmosphere within a narrative and examine use of high-level vocabulary and figurative language to describe settings and characters. Plan and write a short story with an atmosphere of mystery.

Diary

Write a diary entry in role of a chosen character (GD opportunity: Dad/Mina)

Formal letter

Take on the role of Mina writing a letter to Michael's parents asking for permission to visit for tea. Use persuasive devices and formal phrases.

Home-school discussion

Gather for and against arguments for home-schooling and structure a balanced argument using a formal tone, ensuring cohesion is established.

Writing skills to cover

Narratives:

- Integrate dialogue in narratives, to advance the action.
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Letter writing and balanced argument:

- Control over levels of formality particularly through manipulating grammar and vocabulary to achieve this.

- use paragraphs to organise ideas
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

Formal tone

Creating atmosphere

Describing settings

Punctuation and Grammar

Speech punctuation - direct and indirect

Hyphens

Passive verbs - active and passive

Formal and informal tone

Subjunctive

Functions of a sentence

Commas for clarity

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Science

• Explore a selection of fossils to determine what can be learnt from the original creatures. (Predict their original environment and how they lived).

(NC - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.)

Develop their understanding of how animals have adapted to their environments by researching different animals (NC - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution)

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

(NC - To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.)

Geography

Identify and locate a national or international environmental issue and explain why it is an issue. (NC - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)

Identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. (NC - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.)

Describe where our energy and natural resources come from. (NC - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.)

Use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. (NC - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.)

Art - discrete teaching

Observe and use a variety of techniques to show the effect of light.

Look at the effect of light on an object from different directions.

Use a variety of techniques to interpret the texture of a surface.

Produce increasingly detailed preparatory sketches for painting and other work. independently select materials and techniques to use to create a specific outcome.

Reproduce image using other media (pen and ink, charcoal, paint)

Visits and visitors- Hengistbury Head?

Cultural capital; Application Subject:

ICT Morfo App or audio to bring the story to life.

Coding lights to turn on and off to set different moods.

Application Subject:

PSHE

Consider the emotions of the main character and empathise with similar in real life

Home Learning- research on different types of birds.