



 RATIONALE:

During this learning journey, the children will have the opportunity to learn all about one of the most successful British authors of the twentieth century – Enid Blyton. What better author to study especially as our local area, Dorset, provided the inspiration for many of her books, places and characters such as those found in The Famous Five collection. Up until now the learners have written stories for their families and local community, however this adventure story will require them to think beyond the obvious as they reach and engage an audience they haven't met or had experience with. This is a splendid opportunity for them to lose themselves in a world full of innocent adventure and to awaken their own curiosity shown in their creative writing. The learners will be building on their story telling skills from their previous experience of Billy Goats Gruff and Narnia, as they share their Year 3 adventure stories alongside a product they design and make. The learners will begin to develop the skills of sewing as part of Design and Technology, Textiles and utilise the skills they practice to create a story apron in a small group. The story aprons will engage and immerse listeners from the Royal National Institute for the Blind (RNIB) as they share their adventure stories with service users who are of a similar age.

English

Design and Technology

Geography

 We VALUE creativity

We will be creative learners when we are tasked to generate new adventures and challenges for our story writing. We will be challenged to think beyond the obvious to create the suspense required for an exciting adventure. Through the final edit we will be asking the learners to critically evaluate their own and each others work to judge the most effective story for publishing.

 We VALUE Respect

Our stories will require us to step into someone else's shoes so that we can articulate emotions and feelings of the characters we are writing about. Through role-play they will be expected to practice scenarios enabling us to convey feelings and emotions most effectively. We will develop our understanding of the needs of our audience by carefully considering their disabilities and designing ways to overcome barriers they may face.

 We VALUE Independence

Our stories will need to be ready to share and therefore we will be required to set goals, make choices and organise our learning so that we effectively manage our time and work to deadlines. Through the final edit, we will be required to identify successes and issues with our writing and pursue improvement to ensure our adventures are the best they can be!

CHALLENGE: The RNIB charity have set us a challenge to improve their story telling provision.

OUTCOME: The children will create and write their adventure stories. A selection of stories will then be shared and enjoyed by service users as they are taken on an adventure through words and a story telling experience using a sensory story apron.

STEPS TO SUCCESS:

- Set the Challenge- request from Royal National Institute of Blind people (RNIB) charity to create, write and share adventure stories inspired by the work of Enid Blyton.
- Explore extracts from adventure stories written by Enid Blyton.
- Explore a range of adventure stories that follow the same structure, look at: story plot, characters, setting, build up, problem and resolution.
- Step into character through role play so that characters can be created for their own adventure stories.
- Know how to use dialogue to express different feelings in characters.
- Visit Corfe Castle to explore a setting for our very own adventure story. Understand how historic places can be used for story settings.
- Locate where we live in the world geographically, and locate countries and cities in the United Kingdom.
- Identify human and physical characteristics of geographic regions and understand how they change over time.
- Plan and draft an adventure story of our own.
- Edit the stories to improve them – just like Blyton would have.
- Learn the skills of: threading a needle, hand sewing a running stitch, attaching a button and creating a small cross stitch pattern.
- Investigate the tactile properties of materials.
- Consider how stories could be retold for blind people using sound effects and sensory stimulus.
- In small groups, create a story apron that links to one of the stories.
- Take part in speaking and listening activities to develop tone, volume and expression to engage the listener.
- Alongside reading our stories, practice using the story aprons as part of the storytelling process.
- Share our stories and story aprons with services users.

EVALUATION:

- What went well?
- How effectively did we meet the challenge of creating our own descriptive, engaging adventure stories?
- How well did we portray the different characters personalities and feelings through our dialogue, tone and expression?
- Which learning activities helped to achieve the aim the best?
- How effective was your time management?
- How well did you work as a team?
- Which activities were less successful?
- What changes could be implemented for next year?
- Is there anything you think we need to teach again?

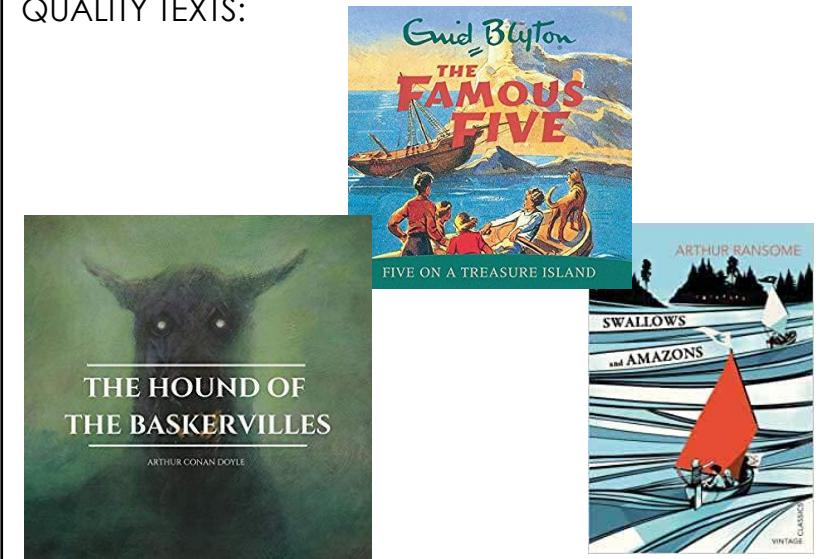
### VISION FOR QUALITY:

- Stories told clearly and with intonation and expression
- Stories well structured based on the Story Mountain structure
- The plot will be well planned and written to create suspense and climax to make an exciting adventure story
- Vocabulary to effectively engage the reader
- Stories will reference local historical landmark
- Story aprons are high quality and materials attached link to the story shared

### EXPERT CONSULTATION:

Our learners will experience what it was like to live in Dorset back in a past time in history. Led by an expert, the learners will have the opportunity to explore the ruins of Corfe Castle – a local historical attraction and get a real life experience to enhance their geographical writing in their own adventure stories.

### QUALITY TEXTS:



### The learners will

Our learners will be developing their speaking and listening skills through role play. They will also be stepping into different characters during role play and hot seating opportunities, to gain a greater understanding of how different characters may speak, feel and act. Character cards will help them to develop a character and dramatise possible ideas they have for their story.

REHEARSAL FOR LIFE

### COMMUNITY IMPACT:

Dorset is the setting where the plucky gang spent their holidays and the fact that it is all on our doorstep is a privilege, we must take advantage of. It is important that we visit our local heritage and open spaces and continue to preserve them for everyone to enjoy. The Enid Blyton trail in particular inspires curiosity in her life which will see the learners develop a historical perspective, placing their growing knowledge into different contexts and understanding local connections.

Our learners will also have the opportunity to learn more about the RNIB charity as well as being involved in supporting some of the service users through a storytelling experience in school.

### LEARNING BEYOND SCHOOL:



These are additional ways that you can support your child's learning alongside what will be teaching in school...

Visit Lulworth Cove and take a walk along the Jurassic coast. Blyton enjoyed to spend her holidays in Purbeck, in fact, our local landmarks gave her inspiration to write her books. So why not enjoy a family adventure, make sure to pack a picnic and take plenty of pictures to share with us.

Read an adventure story – perhaps one by your favourite children's author.

### DISCRETE LEARNING:

**PE:** In PE, the learners will develop the skills of Tag Rugby. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength technique, control and balance. Use running, jumping, throwing and catching in isolation and in combination.

#### Maths:

##### Properties of Shape

Identify and describe turns- quarter, half, three quarter and full turn (clockwise and anti clockwise) . Recognise *right, acute and obtuse angles*, and *parallel and perpendicular lines* in shapes. Identify horizontal and vertical lines. Describe properties of 2D and 3D shape. Make 3D shapes.

##### Measurement: Length and perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.

##### Number: Fractions

Compare and order fractions of the same denominator. Add and subtract fractions of the same denominator.

### OBJECTIVES

The National Curriculum 2014 objectives can be found on our website <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/BroadstoneMiddleSchool/MainFolder/first-school/Curriculum/KS1-OVERVIEW-OF-OBJECTIVES-YEAR-2.pdf>

#### Computing:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and -
- Create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.