

Education Support Pack

On the Island

Supporting the New Primary Curriculum (Feb 2010)

Literacy; geographical, historical and
social understanding

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Introduction

On the Island provides ideas for an extended project that focuses on a holistic approach to the essentials for learning focusing, in particular, on Literacy across the curriculum. Throughout, the activities allow children to practise and develop their: learning and thinking skills; ICT capability; personal and emotional skills as well as social skills. These form an integral part of the activities that centre on aspects of following areas of learning:

- understanding English, communication and languages
- historical, geographical and social understanding
- understanding physical development, health and wellbeing.

Providing a wealth of flexible tools, Kar2ouche also enables you to adapt the suggested activities for personalisation.

This Pack

The suggested activities within this Teacher Support Pack (TSP) are aimed at Years 1 and 2, but could be adapted for older children as well as to provide more differentiated support for individuals within the class. The activities have been written to help you get started with Kar2ouche and provide examples of just some of the ways in which the software can be used in the classroom.

Kar2ouche *On the Island* comprises a wide range of relevant backgrounds, characters, props, soundfiles and text to enable you and your students to create storyboards, animations and publications for a range of purposes. You can also add your own digital images to personalise the content.

Through the activities, students are provided with opportunities to communicate ideas through collaboration, discussion and presentation.

Structure

Despite focusing on different areas of learning, the activities follow a similar pattern with:

- an **introduction**, identifying priorities and setting clear goals often involving shared reading, demonstrations and analyses of different forms of writing,
- a **development** section which requires students to discuss models, and write using scaffolds that provide an opportunity for them to practise the types of writing encountered in the introduction
- a **plenary** session allowing students to review and evaluate progress by: revisiting learning objectives; providing opportunities for peer review as well as teacher feedback, and encouragement for students to articulate what they have learned.

The activities/units comprise:

Unit 1 *This is Sunny Island* Students look at maps and pictures of a fictional island, based loosely on one of the Scilly Isles, and explore what they can learn, and how, from the various sources of information. They create a map of a similar island and use labels and captions to describe it. They also produce a brief non-chronological report based on their reading and discussion. Finally, they look at what images can tell you about the history of a place.

Unit 2 *Introducing the Sunny People* Students listen carefully to a description of the people who live on Sunny Island and try to recall as much information about them as possible. They explore the types of jobs people do on a small island and what services are needed to keep a community going. Finally, they investigate an incident on the island and consider what it must be like to live as part of a small, tight-knit community.

Unit 3 *Going to School* Students begin by exploring what happens when one of the island children is bullied and what can be done to alleviate the situation. They read a story and stop at various points to comment and predict what might happen next. Having looked at the issue of bullying, students write some instructions explaining what to do if you are bullied. The unit finishes with a comparison of transport on the island and on the mainland.

Unit 4 *Visiting Sunny Island* Students explore holidays – why and when we have them, where we go and the activities people like to do. They also look at how holidays have changed over the years. They analyse and produce both explanatory and recount texts.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why*, as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• read for meaning• identify key images, text and ideas• sort the relevant from the irrelevant and extract what is essential• organise and where necessary prioritise ideas• sequence events• develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• justify decisions using evidence• make informed choices• work out subtexts• consider alternative perspectives, interpretations, ambiguity and allusion• extract meaning beyond the literal.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• work collaboratively to question text• observe events and predict subsequent action• consider consequences• explore how ideas, values and emotions are portrayed• analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Making Your Own Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively, you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Thus, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important text
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and/or after shots
- additional episodes
- outlines of structure
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students finish in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frames – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively, students can create their own incomplete storyboards for others to complete. This could be a sort of consequences game – ‘what happens next?’

Animations

Students who have access to Kar2ouche out of class time can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below can also be created as still storyboards. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- scene of a film or credits (representing a particular genre)
- TV advertisement
- musical score
- fashion show.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- comic pages
- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

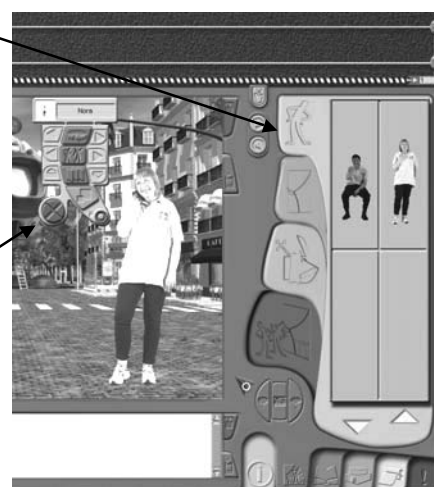
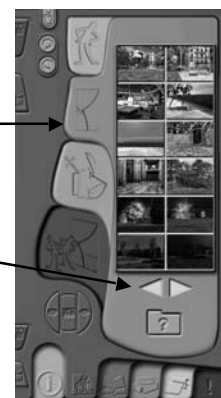
In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software, you'll find the possibilities almost endless.

If You Haven't Used Kar2ouche Before – A Starter's Guide

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, or on the hard drive, or they can be downloaded via our website www.immersiveeducation.co.uk/downloads/kar2ouche/. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.

To create a title frame

1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tab**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.

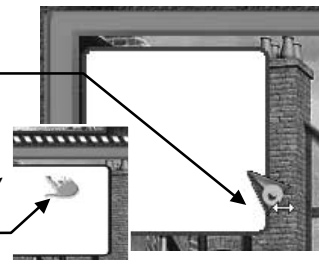
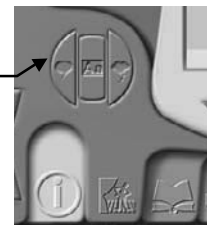


- To rotate the character, students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character, they click on the arrowheads either side of the central characters icon.
- To resize the character, students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen, students should **hover over the top of the bubble until the hand appears**, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



To add a sound effect, they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects, they should click on the effect and then on play. To record their own voices, students press on the red microphone icon and speak into their microphones. To stop the recording, they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

Curriculum Coverage

This pack provides ideas for a cross-curricular study underpinned by Literacy in line with the new primary curriculum published by QCDA in February 2010. Underpinning each area of learning providing the focus for each unit and activity, are the skills and qualities that support social development and encourage students to become engaged learners. The activities will allow knowledge and skills taught in relation to one subject to help students better understand connections with another. Students will use ICT both for research and to communicate their ideas and understanding.

All of the objectives, listed at the start of each unit, relate to the objectives listed in the new primary curriculum. The objectives covered in most detail are ticked (✓), those not covered are greyed out.

Taken from the new *Primary Curriculum*

<http://curriculum.qca.org.uk/new-primary-curriculum/>

Embedding the Essentials

Literacy	ICT Capability
<p>Focus: Children use and apply their literacy skills confidently and competently on their learning and everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.</p>	<p>Focus: Children use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.</p>
<p>1. Listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively. ✓</p>	<p>1. Find and select information from digital and online sources, making judgements about accuracy and reliability.</p> <p>Curriculum Progression – Early</p> <ul style="list-style-type: none"> • explore digital resources by using hyperlinks and simple menus ✓ • use the internet and other digital sources to find out about significant issues, events, people and explore real and imaginary locations ✓
<p>2. Read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information. ✓</p>	<p>2. Create, manipulate and process information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products.</p> <p>Curriculum Progression – Early</p> <ul style="list-style-type: none"> • collect, sort, record and represent information to inform investigations and designs • draw conclusions from data they have collected • give instructions to make things happen using programmable devices • use ICT to capture information ✓ • try alternatives using a range of tools and techniques to alter text, images and sounds • combine written text with graphics, sound and moving images and present work appropriately ✓
<p>3. Write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts. ✓✓</p>	<p>3. Collaborate, communicate and share information using connectivity to work with, and present to, people and audiences within and beyond the school.</p> <p>Curriculum Progression – Early</p> <ul style="list-style-type: none"> • use ICT to communicate with known audiences ✓✓ • use strategies to stay safe when using ICT and the internet
<p>4. Analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect. ✓</p>	<p>4. Refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.</p> <p>Curriculum Progression – Early</p> <ul style="list-style-type: none"> • to plan, discuss and review work developed using ICT in order to improve it ✓

Learning and Thinking Skills		Personal and Emotional Skills	
Focus: Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems.		Focus: Children take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.	
1. Investigate , asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They plan systematically using time and resources effectively, anticipating, taking and managing risks. ✓		1. Identify their strengths and areas for development, reflecting on the significance of their learning.	
2. Create and develop , using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions. ✓		2. Manage their feelings using appropriate strategies, becoming increasingly aware of their own and others' feelings. ✓	
3. Communicate , interacting with different audiences in a variety of ways using a range of media. ✓✓		3. Reflect on past achievements and experiences to manage future learning and behaviour. ✓	
4. Evaluate , developing criteria for judging work and suggesting refinements and improvements. ✓		4. Set goals for their personal development and learning, and work towards them. ✓	
		5. Work independently , knowing when to seek help, dealing with pressures and deadlines. ✓	
		6. Develop control over their physical skills and movements in a range of contexts with dexterity and confidence.	
Social Skills			
Focus: Children develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. They appreciate the value of rules for working together, and play an active part in group and classroom activities			
1. Listen and respond appropriately to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns. ✓			
2. Adapt their behaviour to suit different situations.			
3. Work collaboratively towards common goals.			
4. Take turns and share as appropriate, stating their own views and needs.			
5. Negotiate , respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts. ✓			
6. Give constructive support and feedback to benefit others as well as themselves. ✓			

Embedding the Essentials

The following 'areas of learning' are addressed in the activities in this pack. Those that are ticked are covered in greater depth. Those greyed out are not referred to in the suggested tasks. They capture the knowledge, key skills and understanding that children need to develop as they progress through primary school. Aimed at Key Stage 1, this document lists the expected 'curriculum progression' for the early stage. However, as 'progression' is the focus, you may want to check out the criteria for 'middle' progression as well. This can be found at <http://curriculum.qca.org.uk/new-primary-curriculum/>.

Understanding the Arts POL

1. Essential knowledge

Children should build secure knowledge of the following:

a	how creative ideas can be developed in response to different stimuli and imaginative thinking	✓
b	how different art forms communicate and evoke moods, thoughts and ideas	
c	that designing, creating and performing require discipline, control, technique and practice	
d	how and why people from different times and cultures have used the arts to express ideas and communicate meaning	
e	that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed	

2. Key skills

These are the skills that children need to learn to make progress:

a	explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media	
b	create, design, devise, compose and choreograph their individual and collective work	
c	improvise, rehearse and refine in order to improve their capability and the quality of their artworks	
d	present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses	✓
e	use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works	

3. Cross-curricular studies

This area of learning should provide opportunities for:

a	children to develop and apply their literacy, numeracy and ICT skills	
b	personal, emotional and social development	
c	enhancing children's understanding of the arts through making links to other areas of learning and to wider issues of interest and importance	✓

4. Breadth of learning

a. In studying the arts children should:

1	learn how the arts are created and enjoyed today, how they have changed over time, and the contribution they make to our lives and culture	
2	explore how the arts are used and valued in different cultures and traditions	
3	learn how to combine art forms imaginatively and in complementary and enhancing ways	✓
4	be introduced to the appropriate language of the arts	
5	perform and exhibit for a range of audiences, and work with artists in and beyond the classroom	✓

d. When studying drama, children should:

1	use dramatic conventions, working in role with other children and with adults to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern	✓
2	devise performances for each other, the school and the wider community, and respond to live and recorded professional theatre performances.	

5. Curriculum Progression Early

E1	Explore a wide range of media and materials, tools and techniques to create artworks , improvise and depict imagined worlds, and model the real world through the arts	
E2	Explore movement skills and create movement patterns in response to stimuli	
E3	Use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together	✓✓
E4	Sing songs and make music with expression and control	
E5	Listen and observe carefully, taking account of simple instructions	✓
E6	Experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate	

Understanding English communication and languages POL

1. Essential knowledge

Children should build secure knowledge of the following:

a	how language is used to express, explore and share information, ideas, thoughts and feelings	✓
b	the power of language and communication to engage people and influence their ideas and actions	✓
c	how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects	✓
d	how languages work, their structures and conventions, variations in use and changes over time	
e	how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times	

2. Key skills

These are the skills that children need to learn to make progress:

a	listen, read and view in order to understand and respond	✓
b	discuss, debate and draft in order to develop and explore ideas, themes and viewpoints	✓
c	speak, write and broadcast in order to present ideas and opinions	✓
d	evaluate, analyse and critique in order to review, refine and comment	✓
e	interact and collaborate in order to share understanding of what is said, read and communicated	✓

3. Cross-curricular studies

This area of learning should provide opportunities for:

a	children to develop and apply their literacy, numeracy and ICT skills	✓
b	personal, emotional and social development	✓
c	enhancing children's understanding of English, communication and languages through making links to other areas of learning and to wider issues of interest and importance	✓

4. Breadth of learning

a. In speaking and listening children should:

1	develop and apply speaking and listening skills to suit a variety of audiences and for different purposes	✓✓
2	tell and listen to stories and explore ideas and opinions in both formal and informal contexts	✓
3	express themselves creatively in improvisation, role play and other drama activities	✓✓
4	use digital and visual media to support communication both face-to-face and remotely	✓✓

b. In reading children should:

1	read widely for pleasure	
2	develop and apply their reading skills in order to become critical readers	✓
3	engage with an extensive range of texts, including literature from different times and cultures, information and reference texts, literary non-fiction, media texts and online social and collaborative communications	✓
4	work with writers, playwrights and poets in and beyond the classroom	

c. In writing children should:

1	learn to write for a variety of purposes, for a range of audiences and in a range of forms	✓✓
2	develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding	✓
3	explore writing using different media including web pages and multimodal formats in English and in other languages.	✓✓

5. Curriculum Progression Early

English and Communication – Speaking and Listening

E1	organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener	
E2	remember what they have heard and ask questions	
E3	reflect on how talk varies in different circumstances and for different listeners	
E4	recognise when to use formal language, including some features of spoken standard English	
E5	recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis	
E6	speak clearly, take turns, make relevant contributions, give opinions and listen to different views	
E7	explore the imaginative use of language and the conventions of talk through role play	

English and Communication – Reading

E8	hear, identify, segment and blend phonemes in the order in which they occur in words to decode text	
E9	link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words	
E10	simple grammar, including how word order affects meaning	
E11	make connections between different parts of texts and the meaning as a whole	✓
E12	use screen-based and book conventions to find information efficiently and safely	✓
E13	recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects	✓
E14	identify characters and retell and enact narratives	✓
E15	identify the characteristic features of texts with different purposes	✓✓

English and Communication – Writing

E16	plan, discuss and review their work in order to improve it, including using ICT where appropriate	
E17	combine written text with illustration, moving image and sound	
E18	communicate with known audiences using ICT where appropriate	
E19	recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used	
E20	recognise how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work	
E21	recognise how punctuation affects meaning, clarifies structure and represents pace and emphasis	
E22	segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions	
E23	form letters correctly and type accurately	
E24	create and shape their writing for different readers, choosing appropriate vocabulary	

Historical, geographical and social understanding - POL**1. Essential knowledge**

Children should build secure knowledge of the following:

a	how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened	✓✓
b	how and why places and environments develop, how they can be sustained and how they may change in the future	✓✓
c	how identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities	✓✓
d	how people, communities and places are connected and can be interdependent at a range of scales	✓✓

2. Key skills

These are the skills that children need to learn to make progress:

	undertake investigations and enquiries, using various methods, media and sources	
	compare, interpret and analyse different types of evidence from a range of sources	✓
	present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques	✓

3. Cross-curricular studies

This area of learning should provide opportunities for:

a	children to develop and apply their literacy, numeracy and ICT skills	
b	personal, emotional and social development	
c	enhancing children's historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance	✓✓

4. Breadth of learning

a. When exploring local, national and global contexts children should:

1	learn about the ways people, communities, places and environments have changed over time, and how they are interconnected	✓✓
2	develop and extend local and global links through communications and collaboration tools	

b. Through the study of people and communities, children should:

1	find out about the main political and social institutions that affect their lives	✓
2	find out about issues and take action to improve things in their communities and make a positive contribution to society	
3	engage with different representatives from the community	
4	explore issues of justice, rights and responsibilities in their own contexts and the wider world	✓✓

c. In the study of place and space children should:

1	use fieldwork, first-hand experience and secondary sources to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the UK and a different locality in another country	✓✓
2	learn about and develop informed views and opinions on local, national and global issues such as sustainability, climate change, economic inequality, and their impact on people, places and environments in the past and the present	✓

d. The study of the past should include aspects of local, British and world history. Children should:

1	study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day	✓
2	use dates and vocabulary related to the passing of time	✓
3	place events, people and changes within a broad chronological framework	✓
4	use a range of sources of information and visit historic buildings, museums, galleries and sites	✓✓

5. Curriculum Progression Early

E1	find out about the key human and physical features of their own locality, its location in the UK, and how it has changed over time	✓
E2	explore how people's ways of life, including their own, change with location and time	✓✓
E3	find out about the links between their locality and other places in the UK and beyond	✓✓
E4	find out about the lives of significant people and events from the past and the present	
E5	investigate issues, express views and take part in decision-making activities to improve their immediate environment or community	
E6	use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places	✓✓
E7	explore the importance of rules and to recognise the difference between right and wrong and what is fair and unfair	✓✓

Understanding physical development, health and wellbeing – POL

1. Essential knowledge

Children should build secure knowledge of the following:

a	healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest to promote wellbeing	✓
b	physical competence and performance can be improved through practice, control and dexterity as well as creative thinking and commitment	
c	good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences	✓✓
d	personal wellbeing depends upon high aspirations and the development of financial and enterprise capability	✓
e	challenge and risk can be managed through well-informed choices that lead to safe, full and active lives.	

2. Key skills

These are the skills that children need to learn to make progress:

a	reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour	✓
b	generate and implement ideas, plans and strategies, exploring alternatives	
c	move with ease, poise, stability and control in a range of physical contexts	
d	find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media	✓
e	communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing	✓✓

3. Cross-curricular studies

This area of learning should provide opportunities for:

a	children to develop and apply their literacy, numeracy and ICT skills	
b	personal, emotional and social development	
c	enhancing children's understanding of physical development, health and wellbeing through making links to other areas of learning and to wider issues of interest and importance.	

4. Breadth of learning

b. When learning about the physical and emotional changes that take place as they grow, children should:

1	learn about relationships and sex within the context of caring and stable relationships	
2	learn how to make decisions that promote and sustain better physical, mental and emotional health	✓✓
3	learn about staying safe and how to handle risks relating to issues including harmful relationships, drugs and alcohol, and how and where to get help	
4	learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others	✓✓
5	collaborate and compete individually, in pairs, groups and teams. Through these activities, children learn about their capabilities, their limitations and their potential	✓✓

c. In developing their awareness of the adult world and raising their aspirations, children should:

1	solve problems, embrace and overcome challenges and deal with change	✓
2	come to recognise that there is a range of work that people do and a variety of ways in which people contribute to society	✓✓
3	learn how education and training can improve their opportunities in later life	
4	meet people from a range of occupations as well as attend events outside of school	
5	learn about where money comes from, its uses and how to manage it	✓
6	develop and use enterprise skills	

5. Curriculum Progression Early

E1	work and play independently and in groups	
E2	listen to, and show consideration for, other people's views	
E3	identify and talk about their own and others' strengths and how to improve	
E4	how to keep safe and know how and where to get help	
E5	use strategies to stay safe when using ICT and the internet	
E6	recognise right and wrong, what is fair and unfair and explain why	
E7	recognise how attitude and behaviour, including bullying (i), may affect others	

Personal Wellbeing

E14	why healthy eating and physical activity are beneficial	✓✓
E15	to make healthy eating choices and prepare simple healthy foods	✓✓
E16	that some substances can help or harm the body	
E17	about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people	
E18	to manage personal hygiene	
E19	to identify different relationships that they have and why these are important	
E20	how to recognise, manage and control strong feelings and emotions	✓✓

Economic Wellbeing

E21	about the different types of work people do and about different places of work	✓✓
E22	about where money comes from and the choices people make to spend money on things they need and want	
E23	ways to contribute to enterprise activities	

Unit 1 This is Sunny Island

Overview of Unit

Students look at maps and pictures of a fictional island, based loosely on one of the Scilly Isles, and explore what they can learn and how from the various sources of information. They create a map of a similar island and use labels and captions to describe it. They also produce a brief non-chronological report based on their reading and discussion. Finally, they look at what images can tell you about the history of a place.

Key Stage/Year Key Stage 1/ Years 1 and 2

Activities This unit comprises a number of activities that can form the backbone of a series of lessons divided between the classroom and ICT suite. You may want to adapt and supplement them to meet the needs of your particular group.

1. Reading the Clues
2. What is Sunny Island Like?
3. Then and Now

Outcomes By the end of this unit, students will have:

- interpreted a map
- described a place in terms of man-made and natural features
- written a non-chronological report
- researched a particular location
- identified various sources of historical information
- put events on the island in chronological order.

Curriculum Objectives **Essential learning**

Literacy: listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively; read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information; write, present and broadcast ideas, in an appropriate form and with awareness of audience and purpose; communicate ideas with accuracy on paper, on screen and through multimodal texts; analyse, evaluate and criticise the use of language in order to explore its impact on meaning, purpose and effect.

ICT capability: find and select information from digital and online sources, making judgements about accuracy and reliability; create, manipulate and process information using technology to capture and organise information and combine still and moving images, sounds and text to create multimedia products; collaborate, communicate and share information; refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Learning and thinking skills: investigate, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions; create and develop, using their imagination to explore possibilities and generate ideas; communicate using a range of media; evaluate work and suggest refinements and improvements.

Areas of learning: understanding English, communication and languages

- 1 **Essential knowledge** Learners will explore: how language is used to express, explore and share information; the power of language and communication to engage people and influence their ideas and actions.
- 2 **Key skills** Learners will: listen, read and view in order to understand and respond; discuss, debate and draft in order to develop and explore ideas, themes and viewpoints; speak, write and broadcast in order to present ideas and opinions; evaluate, analyse and critique in order to review, refine and comment; interact and collaborate in order to share understanding of what is said, read and communicated.
- 3 **Cross-curricular studies** The activities will enhance the learner's understanding of English, communication and languages through making links to other areas of learning and to wider issues of interest and importance.
- 4 **Breadth of learning – Speaking and listening** Learners will: develop and apply speaking and listening skills to suit the target audience for a specific purpose; use digital and visual media to support communication.

Reading Learners will: read widely; develop and apply their reading skills in order to become critical readers; engage with a range of texts, including non-fiction and media.

Writing Learners will: learn to write for a specific purpose for a particular audience in an appropriate form and explore writing in a multimodal format.

- 5. Curriculum progression (Early) English and communication – speaking and listening** E1 organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener; E2 remember what they have heard and ask questions; E4 recognise when to use formal language, including some features of spoken standard English; E6 speak clearly, take turns, make relevant contributions, give opinions and listen to different views.

English and communication – reading E10 simple grammar, including how word order affects meaning; E15 identify the characteristic features of texts with different purposes.

English and communication – writing E16 plan, discuss and review their work in order to improve it, including using ICT where appropriate; E17 combine written text with illustration, moving image and sound; E18 communicate with a known audience using ICT; E19 recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used; E20 how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work; E24 create and shape their writing for different readers, choosing appropriate vocabulary.

Areas of learning: historical, geographical and social understanding

- 1. Essential knowledge** Learners will explore: how and why places and environments develop; how people, communities and places are connected and can be interdependent at a range of scales.
- 2. Key skills** Learners will: present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.
- 3. Cross-curricular studies** The activities will enhance children's historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance.
- 4. Breadth of learning –local, national and global contexts** Look at the ways people, communities, places and environments have changed over time, and how they are interconnected.

Place and space Locate and investigate the geographical features of a range of places and environments, including their own locality and a contrasting area in the UK.

The past study the past in outline from ancient times to modern day; use vocabulary related to the passing of time; place events, people and changes within a broad chronological framework.

5. **Curriculum progression (Early)** E1 find out about the key human and physical features of their own locality, its location in the UK, and how it has changed over time.

Teacher Notes

Unit 1 Activity 1 Reading the Clues

Overview

In this activity students explore what a map can tell people about the human and physical geography of a place.

Group Organisation

Most of this activity takes place as a whole class. However, if a survey is undertaken, this could be completed in small groups. Individuals or pairs can work on the creation of another fictional island.

Suggested Timing

This activity could be completed in one to two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Map** storyboard

Access to a whiteboard and projector

Sheet 1.1 *Sunny Island Map (optional)*

Maps, atlases and globes showing the Isles of Scilly

Key Words and Phrases island, map, globe, physical geography, human geography, transport, lighthouse

Tasks

Introduction

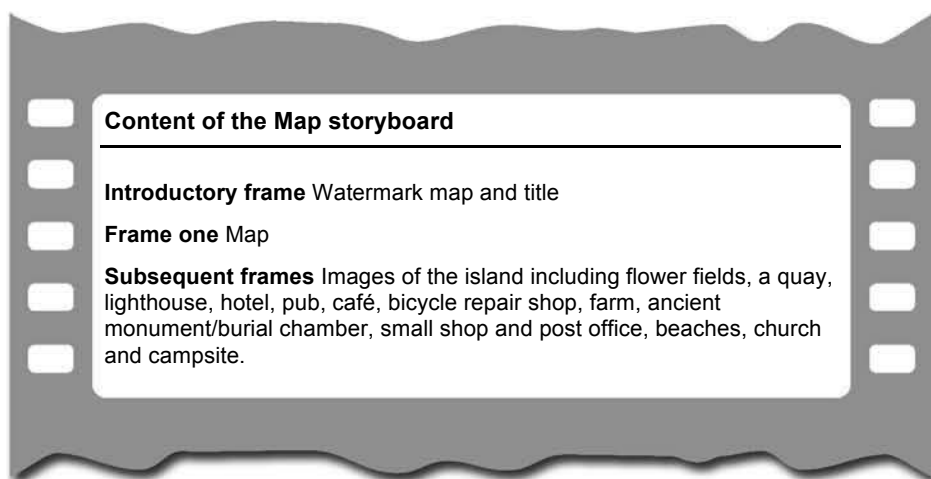
1. Explain that over the next few weeks the class is going to be spending some time investigating a small island surrounded by other islands and meeting the people who live there. In addition, as part of the exercise, you will be comparing the lives of the inhabitants with those of the children in the class.

2. Ask if students can describe what an island is, and maybe even name some islands. Ask how many have travelled to islands other than Britain and how they got there. Discuss why they think islands might be popular as holiday destinations.
3. If there is time, this could be turned into a survey and students could create a labelled chart showing the most common destinations.

Development



4. Show students the map of Sunny Island. This is the first frame of the **Map** storyboard, but there is also a black and white version on Sheet 1.1 *Sunny Island Map*. Ask students what they can say about the physical and human geography, that is, what the land is like and what they can deduce about the people who live there. For example, they might notice that the land is surrounded by water, that there are a few rocks and small islands off the coast, that there are a few beaches, and that there is a hill at the southern end. In terms of man-made features, some of the land is divided into small areas (fields), and there are very few roads, tracks or buildings, suggesting that there are few inhabitants and little in the way of transport. The lighthouse, coupled with the rocks, show that the sea is dangerous for boats. The hotel and campsite, along with the beaches, suggests that people might go there for holidays.



5. Show students the pictures at the end of the **Map** storyboard, showing images of the island, and see what else they can say about the local geography. You could add notes in the caption windows and then print out for a class display. If you have access to PCs, this could be completed in pairs or small groups.

Plenary

6. Explain that this fictional island is based loosely on one of the Scilly Islands. Using maps, atlases and/or globes, look at where the Scillies are situated. Discuss what this suggests about the weather, compared to mainland Britain, and transport.
7. Ask students to draw another fictional island to add to the group, incorporating some of the features of human and physical geography that they think would be consistent with what they have seen of the real islands and Sunny Island. Ask them to add labels to show the main features.
8. Discuss what it might be like to live on the island and why. Consider location, weather at different times of the year, the size of the population, facilities and transport.

**Extension/
Homework**

9. Ask students to use the internet to find out three things about the Isles of Scilly that they don't already know.

Student Notes

Unit 1 Activity 1 Reading the Clues

Objectives

In this activity, you will:

- take part in a class discussion
- ask geographical questions
- identify and describe what a place is like and where it is
- use globes and maps
- make a map
- gather information from a variety of sources
- listen to other people and work cooperatively.

Outcomes

By the end of this activity you will have:

- found out who has visited an island and which one
- talked about what you can learn from a map
- located the Isles of Scilly
- described a place
- created a map for a new island
- researched the Isles of Scilly.

Resources

- Maps, atlases and globes showing the Isles of Scilly
- Books and/or the internet for research

Tasks

Introduction

1. You are going to find out about a small island surrounded by other islands and meet the people who live there.
2. What is an island? Can you name some islands? Have you visited any islands? How did you get there?
3. Have any other children in your class visited islands? Which ones?

Development

4. Look at the map of Sunny Island.



to open the **Map** storyboard.

5. What is the land like? What can you say about the people who live here and what they do?
6. Look at the pictures at the end of the **Map** storyboard. These show parts of the island. What else can you say about the land and the lives of the people? If you can, add notes, or a caption under the pictures, to describe what you see.

Student Notes**Plenary**

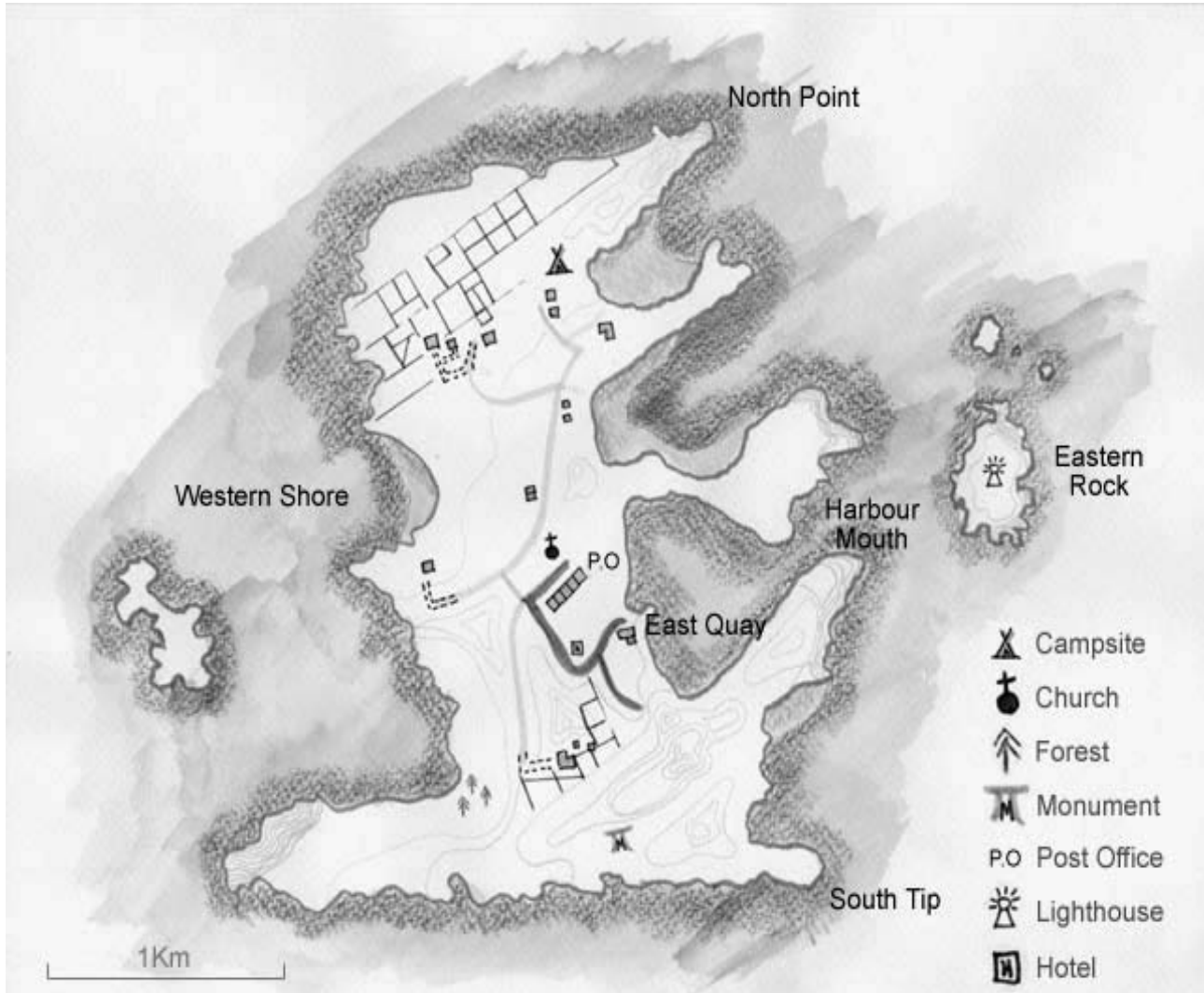
7. This island is make-believe, but based on one of the Scilly Islands. Using maps, atlases and globes, find the Scillies.
 - Describe where they are.
 - How many islands are there and how many do you think have people living on them?
 - What do you think the weather would be like? Why?
 - How could you get to the islands?
8. Draw another make-believe island. Add some of the features you have seen on the real islands and on Sunny Island. Add labels to describe the main features.
9. What do you think it would be like to live on the island?

Extension/Homework

10. Find out three things about the Isles of Scilly that you don't already know.

Sheet 1.1

Sunny Island Map



Teacher Notes

Unit 1 Activity 2 What is Sunny Island Like?

Overview

In this activity students analyse a report and then write one together as a class. Finally, using the modelling of the text and class activity, they write a report independently.

Group Organisation

This activity begins with the whole class reading and discussing a text before embarking on shared writing with the teacher. Students could then work alone, or in pairs, to practise what they have learned. The evaluation should take place in pairs or small groups.

Suggested Timing

This activity might take two to three lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Mickletown Report** storyboard
- **What is Sunny Island Like?** storyboard

Access to a whiteboard and projector

Student access to PCs (*optional*)

Sheet 1.2a *Where I Live*

Sheet 1.2b *Report Plan*

Sheet 1.2c *Evaluation Checklist*

Books on the Scilly Isles

Key Words and Phrases report, non-fiction, fact, opinion, leaflet, guidebook, introduction, chronological, conclusion, topic, formal, informal

Tasks

Introduction

1. Explain that students are going to write a brief report on the island. Discuss the purpose of reports, that is, to provide detailed information about a topic and organised in a way to help readers (or listeners) understand what is being described.
2. Talk a little bit about where such a report might be found, for example, an information leaflet, a tourist guidebook, a magazine article or a non-fiction book. Ask who might be interested in a report on the island.
3. Having introduced the task, begin by reading and analysing a report together. Look at Sheet 1.2a *Where I Live*. This shows the plan that was used to write the report that follows. Point out the importance of thinking about audience and purpose before beginning to write.
4. Look together at some of the features of the report. The following points are illustrated in the **Mickletown Report** storyboard:
 - the introductory paragraph that orientates the reader so they know what the writing is about
 - the text is organised into clear (non-chronological) sections, each focusing on a separate characteristic and, in this case, given a subheading
 - written in the present tense and relatively formal in tone
 - technical terms particular to the report 'moor' are defined
 - descriptive language 'multi-coloured' used factually, rather than for effect
 - most statements are factual, rather than based on opinion
 - conclusion summarises the main points made.

Each paragraph is displayed in a new frame with an illustration in the composition window. Some paragraphs are accompanied by a commentary.

Development

5. Using the Mickletown example, create a piece of shared writing about the town or village in which the school is located and/or where the children live. Begin by asking students to brainstorm, in groups, the information they might include in each category. Create a collaborative plan. They may have more to say about their location than is covered in the Mickletown report so you may want to add extra bubbles to the spidergram.
6. Model the key features of the writing on the board, but ask for students' suggestions as you go. You could use a blank storyboard for this, using a new frame for each paragraph and thus visually reinforcing the idea of paragraph breaks. Act as a

scribe, suggesting improvements and asking for alternative vocabulary as appropriate.

7. If there is time, you might want to add pictures of the local area to illustrate the report and then print out the resulting exemplar storyboard for class display.
8. Having looked at a report and created one collaboratively, students can be asked to create a plan for a report on Sunny Island. They could use Sheet 1.2b *Report Plan*. As well as the information they gathered in Unit 1 Activity 1 and for homework, you might want to ask students to complete a little extra research either on the web or using any available books on the Isles of Scilly.
9. Ask students to write the report using their notes. If you have access to a computer, you might want to use Kar2ouche. The **What is Sunny Island Like?** storyboard provides some starter sentences and a writing scaffold. Alternatively, students could begin with a new storyboard. They can be asked to add illustrations as appropriate.

Content of the What is Sunny Island Like? storyboard

Introductory frame Title and instructions to work through the frames completing the sentences.

Frame one Caption window – This is a report about ...

Frame two Composition window – map and title 'Location'. Caption window – Sunny island is ...

Frame three Composition window – instruction to find a suitable background to show a typical natural feature and title 'Natural World'. Caption window – The natural landscape on Sunny Island is ...

Frame four Composition window – instruction to find a suitable background to show a typical man-made feature and title 'Man-made Environment'. Caption window – The people of Sunny Island ...

Frame five Caption window – Overall, Sunny Island is ...

Final frame Instruction to look at printing screen and alter size of images and text boxes to create a readable report.

Plenary

10. Students can be asked to share their reports with, or show their storyboard reports to, a partner and work together through Sheet 1.2c *Evaluation Checklist*. You may want to explain some of the criteria first.
11. Give students time to make changes based on the discussed comments before submitting their work for assessment.

***Extension/
Homework***

12. Ask students to make a list of the sorts of reports they encounter at home and at school during the next week (leaflets, textbooks, guidebooks, encyclopaedia entries, magazine articles, letters ...). Discuss the lists as well as the audiences and purposes of the examples found.

Student Notes**Unit 1 Activity 2 What is Sunny Island Like?****Objectives**

In this activity, you will:

- take part in a class discussion
- ask geographical questions
- identify and describe what a place is like and where it is
- review what you have done to help develop your ideas.

Outcomes

By the end of this activity you will have:

- produced a class report on your local area
- written a report on Sunny Island.

Resources

- Sheet 1.2a *Where I Live*
- Sheet 1.2b *Report Plan*
- Sheet 1.2c *Evaluation Checklist*
- Books on the Scilly Isles

Tasks**Introduction**

1. What is a report?
2. Why do people write reports?
3. Where might you read a report?
4. Read Sheet 1.2a *Where I Live*. This shows the plan that was used to write the report on Mickletown.
5. Open the **Mickletown Report** storyboard and talk about the way the report has been written.



to open the **Mickletown Report** storyboard.

Development

6. Work with your teacher to describe the town or village in which your school is located.
7. What information might you include in a report about where your town or village is located? What can you say about the natural world? What can you say about the man-made world?
8. Your teacher will work with you to turn the notes and plan into a report.
9. Work with a partner to make a plan for a report on Sunny Island. Use all the things you have learned so far and see if you can find out some more things about the natural and man-made environments.

Student Notes

10. Write the report using your notes. If you are going to use a storyboard, your teacher will tell you which one.



to open the **What is Sunny Island Like?** storyboard.



to open a **new** storyboard.

Plenary

11. Ask a partner to read your work. Fill in the checklist your teacher will give you together.
12. Think about what you have talked about with your partner. Change your work to make it better.

Extension/Homework

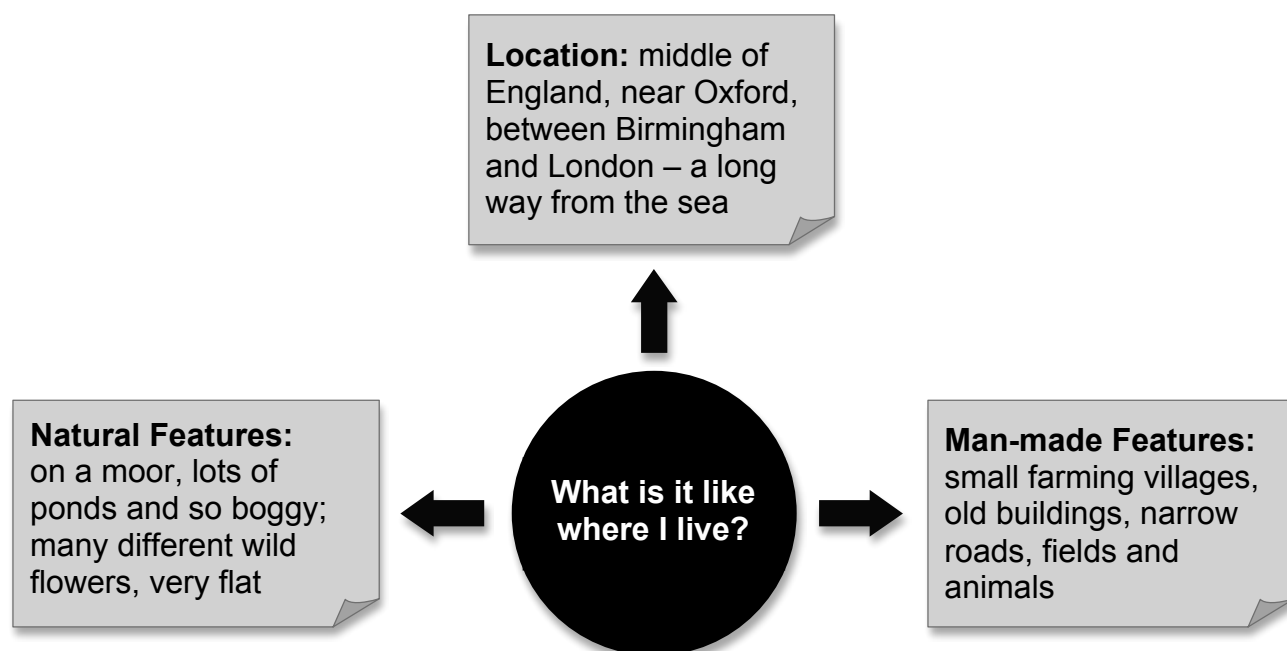
13. List the sorts of reports you find at home and at school. Think about why they were written.

Sheet 1.2a

Where I Live

Audience: People who don't know about where I live, but who would like to find out more.

Purpose: To provide information and describe the place.

**Organisation:**

Paragraph 1 – Introduction - What is the report about?

Paragraph 2 – Characteristic 1 (Location)

Paragraph 3 – Characteristic 2 (Natural Features)

Paragraph 4 – Characteristic 3 (Man-made Features)

Paragraph 5 – Conclusion – Summary sentence

Where I Live

This is a description of Mickletown. It explains where you can find the village. It also describes the natural environment and the man-made features to be found there.

Location

Mickletown is situated almost in the centre of England, very close to Oxford. It is between London and Birmingham, so a very long way from the sea. Some people think it is situated in the south-east of England, others say it is in the Midlands.

Natural Features

The village of Mickletown is on the edge of a moor, a huge area of flat wetland. It floods very easily in the winter, but in the spring is covered in multi-coloured wildflowers. Even in the summer, there are many large ponds that were filled by the earlier rain. Because it is windy on the moor, the trees tend to be small and bent.

Man-Made Features

The land at the edge of the moor is very rich and so there are lots of farms. These farms were built a long time ago and the buildings are very old. Some of the barns and farm buildings are much newer. The farmers have planted hedges to divide their fields. Most of the small villages are built around a church and some have a pub. The narrow roads link these villages, and tracks run off the roads to the farms.

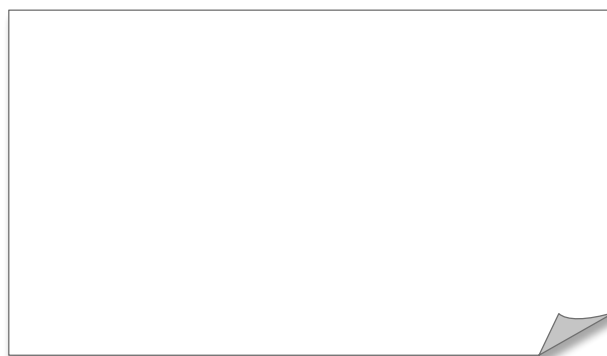
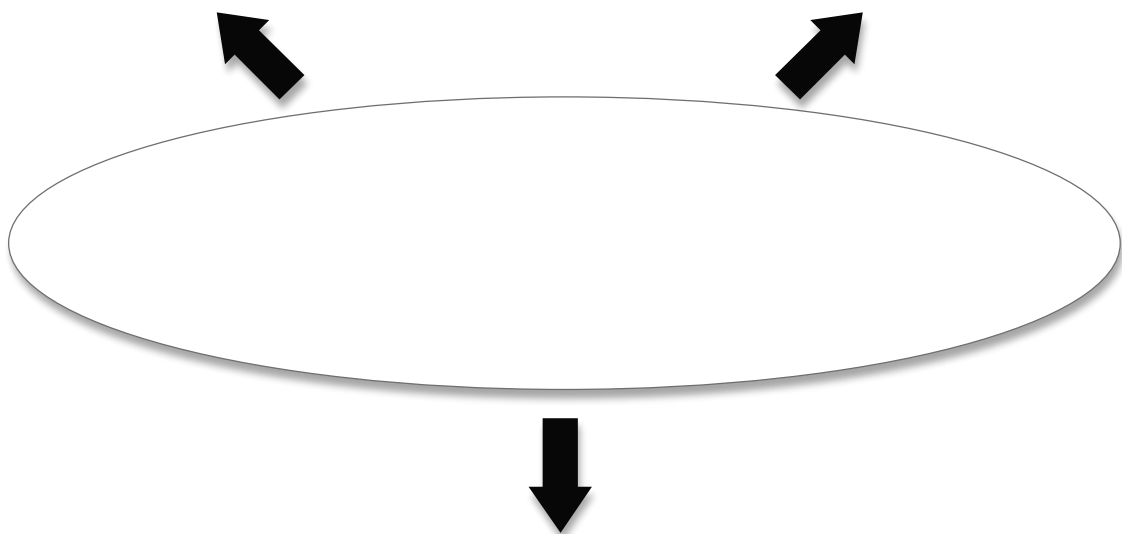
Mickletown is a typical small village surrounded by beautiful countryside, but in the heart of a lively farming community.

Sheet 1.2b

Report Plan

Audience:

Purpose:



Sheet 1.2c

Evaluation Checklist

Work with a partner. Fill in the table by colouring the face that describes your work.

😊 good – colour me green

😐 OK – colour me yellow

☹ needs work – colour me red

Organisation

I used a plan to organise my writing.	😊	😐	☹
My first paragraph tells my reader what my report is about.	😊	😐	☹
I have written in sentences that begin with a capital letter and end with a full stop.	😊	😐	☹
I have divided my work into paragraphs.	😊	😐	☹
Each paragraph is about a different feature or topic.	😊	😐	☹
I have included enough information.	😊	😐	☹

Language

I have written in the present tense.	😊	😐	☹
I have made my writing sound formal and general, not personal.	😊	😐	☹
My report is based on fact.	😊	😐	☹
I have checked that my spelling is correct.	😊	😐	☹
I have checked that my writing is clear and can be understood.	😊	😐	☹

The thing that I have done best:

The thing I want to improve:

Teacher Notes

Unit 1 Activity 3 Then and Now

Overview

In this activity students look at the many different sources of historical information.

Group Organisation

This activity begins with a whole class discussion to introduce the idea of chronology and evidence. The development activity could be completed by pairs or individuals. Pairs have the advantage of encouraging discussion. The storyboard in the plenary could be completed by the same pairs, but results discussed as a whole group.

Suggested Timing

This activity could be completed in one to two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **When Was That?** storyboard
- **Then and Now** storyboard
- **Finding Out** storyboard

Sheet 1.3 *Sources of Information*

Access to PCs, whiteboard and projector

Key Words and Phrases chronology, timeline, historical source, evidence

Tasks

Introduction



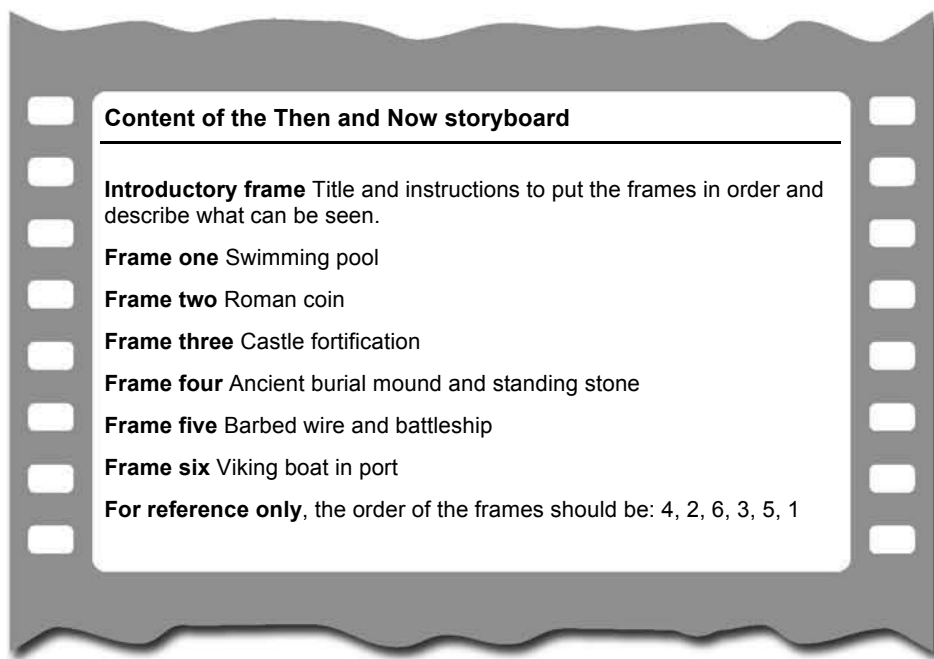
1. Discuss with students what pictures might be able to tell you about the history of the island and the sorts of details students might look at most closely. To illustrate the point, look at the **When Was That?** storyboard. Compare the paired images and say how you know which is the more modern. The final two frames are included to show that such a distinction is not always easy to draw and may be omitted if you think they might be confusing.



2. Ask students to think about how we find out about the past before photography, for example, oral history, ancient remains, buildings, texts, artefacts, artwork and so forth.
3. Ask students to rearrange the images of the island in the **Then and Now** storyboard into chronological order.

Development



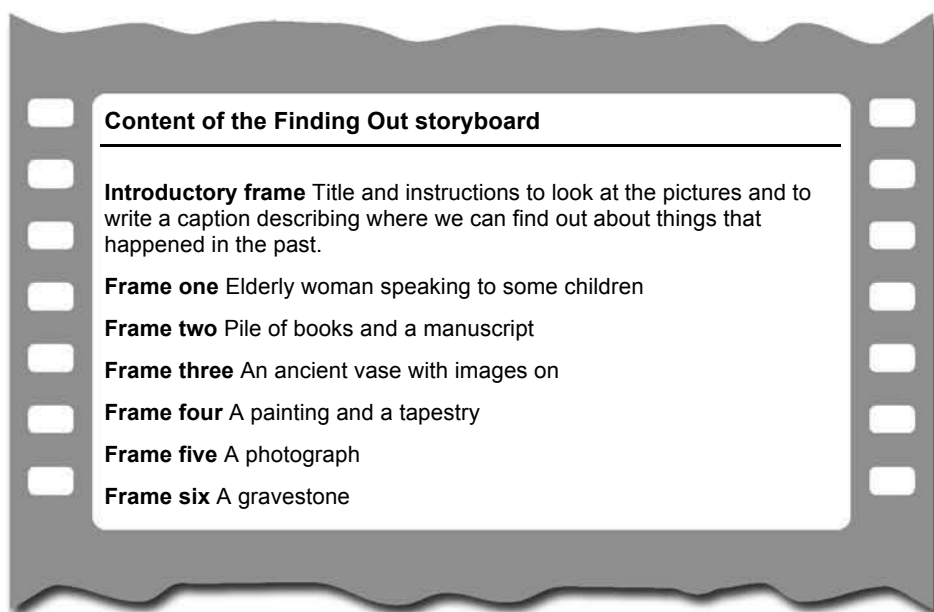


4. Ask students to say what the images tell the viewer about the island's past.

Plenary



5. Discuss with students how we can learn about a location's past from a range of sources, including the people who live there who can remember events within living history, textbooks, photographs, paintings, artefacts, buildings and remains. Those who need clues can find them in the **Finding Out** storyboard. Those who are able, might like to consider which sources might be more reliable and why.



6. Explore what students know about the history of their own locality and how.

**Extension/
Homework**



7. Ask students to find out three things about the history of where they live from different sources. If appropriate, students can be given Sheet 1.3 *Sources of Information* to complete.

Student Notes

Unit 1 Activity 3 Then and Now

Objectives

In this activity, you will:

- recognise that places change over time
- place events and objects in order of time
- identify different ways in which the past is recorded
- ask questions about the past.

Outcomes

By the end of this unit you will have:

- identified ways you can find out about the past
- put events in the history of Sunny Island in date order.

Resources

- Sheet 1.3 *Sources of Information*
- Information about your local area

Tasks

Introduction

1. What might pictures be able to tell you about the history of the island?
2. What things in a picture can help tell you the age?
3. Look at the **When Was That?** storyboard. Compare the paired images and say how you know which is the more modern.



to open the **When Was That?** storyboard.

4. How do we know about what it was like in the past before photography?

Development

5. Change the order of the images of the island in the **Then and Now** storyboard. Put the oldest first and the most modern last. Write captions to explain what you can see.



to open the **Then and Now** storyboard.

6. What do the images tell you about the island's past?

Plenary

7. Where can we find out about our history? Label the sources in the **Finding Out** storyboard.



to open the **Finding Out** storyboard.

8. What do you know about the history of where you live? How do you know these things?

Extension/Homework

9. Find out three things about the history of where you live from different sources.

Sheet 1.3

Sources of Information

Find out three things about the history of where you live from different places.



Information	Source – where you learned this

Are all of these facts definitely true?

How do you know?

Unit 2 Introducing the Sunny People

Overview of Unit

Students listen carefully to a description of the people who live on Sunny Island and try to recall as much information about them as possible. They explore the types of jobs people do on a small island and what services are needed to keep a community going. Finally, they investigate an incident on the island and consider what it must be like to live as part of a small, tight-knit community.

Key Stage/Year Key Stage 1/ Years 1 and 2

Activities This unit comprises a number of activities that can form the backbone of a series of lessons divided between the classroom and ICT suite. You may want to adapt and supplement them to meet the needs of your particular group.

1. Meet the Islanders
2. What Do the Islanders Do?
3. Role Play

Outcomes By the end of this unit, students will have:

- completed a quiz to check what they recall about the people who live on the island
- discussed the needs of a community
- designed an advert for a key job
- created a storyboard exploring a dilemma
- written a letter.

**Curriculum
Objectives**

Essential learning

Literacy: listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively; read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information; write, present and broadcast a range of ideas, in appropriate forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts; analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.

ICT capability: find and select information from digital and online sources, making judgements about accuracy and reliability; create, manipulate and process information using technology to capture and organise data and combine still and moving images, sounds and text to create multimedia products; collaborate, communicate and share information; refine and improve work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Learning and thinking skills investigate, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions; create and develop, using their imagination to explore possibilities and generate ideas; try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions; communicate, interacting with specified audiences in an appropriate manner using a range of media; evaluate, developing criteria for judging work and suggesting refinements and improvements.

Personal and emotional skills Manage their feelings using appropriate strategies, becoming increasingly aware of their own and others' feelings.

Social skills listen and respond appropriately to others, showing empathy and understanding, and having the confidence to raise their concerns; work collaboratively towards common goals; take turns and share as appropriate, stating their own views and needs; negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts; give constructive support and feedback to benefit others as well as themselves.

Areas of learning: understanding English, communication and languages

- 1. Essential knowledge** Learners will explore: how language is used to express, explore and share information; the power of language and communication to engage people and influence their ideas and actions.
- 2. Key skills** Learners will: listen, read and view in order to understand and respond; discuss, debate and draft in order to develop and explore ideas, themes and viewpoints; speak, write and broadcast in order to present ideas and opinions; evaluate, analyse and critique in order to review, refine and comment; interact and collaborate in order to share understanding of what is said, read and communicated.

3. **Cross-curricular studies** The activities provide opportunities for personal, emotional and social development and will enhance children's understanding of English and communication through making links to other areas of learning and to wider issues of interest and importance.

4. **Breadth of learning – speaking and listening** Learners will: develop and apply speaking and listening skills to suit specified audiences for particular purposes; express themselves creatively in improvisation, role play and other drama activities; use digital and visual media to support communication.

Reading Learners will: develop and apply their reading skills in order to become critical readers; engage with texts including, information and reference texts, literary non-fiction and media texts.

Writing Learners will: write for specified purposes and audiences in an appropriate form; explore writing using different media including multimodal formats.

5. **Curriculum progression (Early) English and communication – speaking and listening** E1 organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener; E2 remember what they have heard and ask questions; E4 recognise when to use formal language, including some features of spoken standard English; E7 explore the imaginative use of language and the conventions of talk through role play.

English and communication – reading E14 identify characters and retell and enact narratives; E15 identify the characteristic features of texts with different purposes.

English and communication – writing E16 plan, discuss and review their work in order to improve it, including using ICT where appropriate; E17 combine written text with illustration, moving image and sound; E18 communicate with known audiences using ICT where appropriate; E19 recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used; E20 explore how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work; E21 consider how punctuation affects meaning, clarifies structure and represents pace and emphasis; E24 create and shape their writing for different readers, choosing appropriate vocabulary.

Areas of learning – historical, geographical and social understanding

1. **Essential knowledge** Learners will explore how identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities.
2. **Key skills** Learners will present and communicate information in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.
3. **Cross-curricular studies** The activities will enhance children's historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance.
4. **Breadth of learning – local, national and global contexts:** Learn about the ways people, communities, places and environments are interconnected.
People and communities: explore issues of justice, rights and responsibilities in their own contexts and the wider world.
5. **Curriculum progression (Early)** E5 investigate issues, express views and take part in decision-making activities to improve their immediate environment or community; E7 explore the importance of rules and recognise the difference between right and wrong and what is fair and unfair.

Areas of learning – understanding physical development, health and wellbeing

1. **Essential knowledge** Learners will explore: how good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences.
2. **Key skills** Learners will: reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour; communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.
3. **Cross-curricular studies** The activities will enhance children's understanding of wellbeing through making links to other areas of learning and to wider issues of interest and importance.
4. **Breadth of learning – physical and emotional changes** learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others.

Awareness of the adult world and raising aspirations solve problems, embrace and overcome challenges and deal with change; recognise that there is a range of work that people do and a variety of ways in which people contribute to society.

5. **Curriculum progression (Early)** E2 listen to, and show consideration for, other people's views; E6 recognise right and wrong, what is fair and unfair and explain why; E7 recognise how attitude and behaviour, including bullying, may affect others.

Personal wellbeing E20 recognise, manage and control strong feelings and emotions.

Economic wellbeing E2 learn about the different types of work people do and about different places of work.

Teacher Notes

Unit 2 Activity 1 Meet the Islanders

Overview

In this activity students listen to a description of the people who live on the fictional island and then recall as much detail as possible.

Group Organisation

This activity can begin with the whole class watching, and listening to, the introductory storyboard and then discussing it as a group. They could then watch again or read about the islanders in pairs before completing the quiz either alone or with a partner.

Suggested Timing

This activity could be completed in one lesson of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Sunny Islanders** storyboard
- **What Do You Know About the Islanders?** storyboard

Access to a whiteboard and projector

Sheet 2.1 *The Sunny Islanders*

Information about the Isles of Scilly – books or internet references
(See Appendix 2 for useful resources)

Key Words and Phrases listen, recall, remember, community, kilometre, market garden, retirement, housekeeper, lighthouse

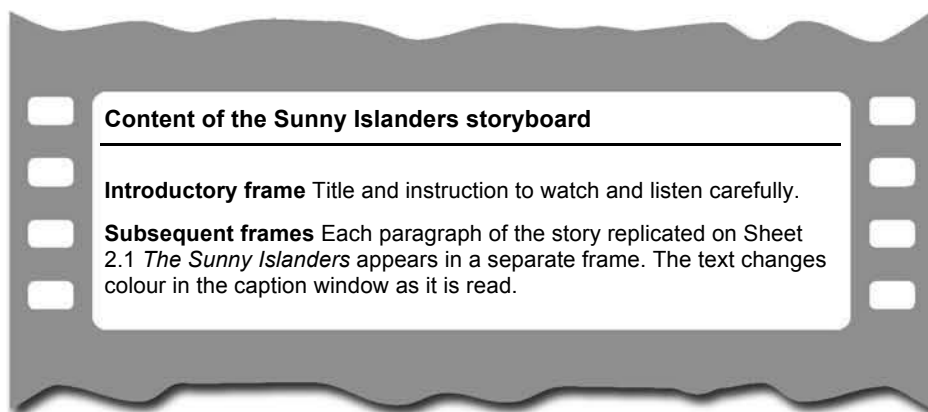
Tasks

Introduction

1. Tell students that, having learnt something about the islands, they are now going to meet some of the people who live there. Explain that they will need to listen very carefully and try to remember as much as they can.

Development

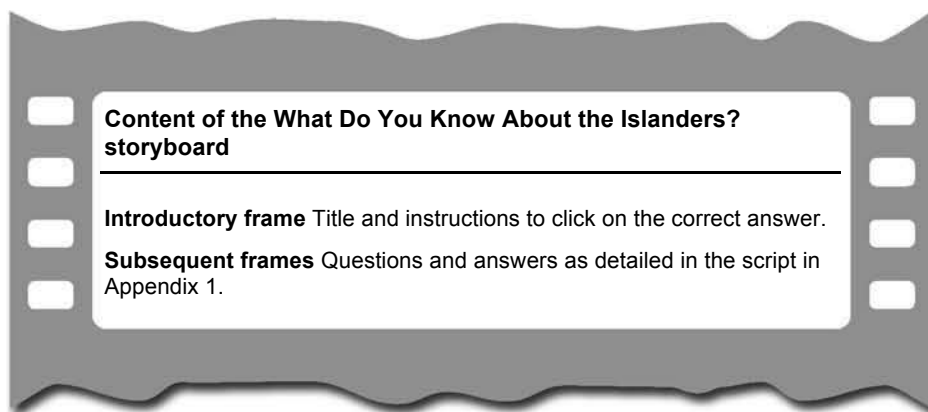
2. Show the **Sunny Islanders** storyboard. The story is also reproduced on Sheet 2.1 *The Sunny Islanders*.



3. Talk briefly about what the students remember and whether any of the vocabulary needs to be explained. Show the storyboard again and/or ask pairs of students to read Sheet 2.1 *The Sunny Islanders* to each other, taking a paragraph each. If watching the storyboard again, you could pause at the end of each section to discuss the character and check understanding.

Plenary

4. Students could be asked to complete the quiz storyboard: **What Do You Know About the Islanders?** Students could complete this in pairs, reminding each other about the details and thus reducing the pressure.

**Extension/
Homework**

5. Ask students to find out some things about the population of the Scillies and the sort of work carried out there. Talk a little about the sorts of jobs needed to keep a community active and healthy.

Student Notes

Unit 2 Activity 1 Meet the Islanders

Objectives

In this activity, you will:

- listen to a description of the people who live on Sunny Island
- discuss what you remember about their lives.

Outcomes

By the end of this activity you will have:

- completed a quiz to show how much you remember
- found out about the people who live on the Isles of Scilly.

Resources

- Sheet 2.1 *The Sunny Islanders*

Tasks

Introduction

1. You are now going to meet some of the people who live on Sunny Island. Listen very carefully and try to remember as much as you can.

Development

2. Watch the **Sunny Islanders** storyboard.



to open the **Sunny Islanders** storyboard.

3. Tell a partner what you remember.
4. Do you understand all the words? Can you guess what any new words mean? Make a list of the words you'd like explained.
5. Watch the storyboard again or read Sheet 2.1 *The Sunny Islanders* with a partner, taking it in turns to read a paragraph each.



to open the **Sunny Islanders** storyboard.

Plenary

6. Open the **What Do You Know About the Islanders?** storyboard. Work with a partner to see how much you can remember.



to open the **What Do You Know About the Islanders?** storyboard.

Extension/Homework

7. How many people live on the Scilly Islands? Where might you be able to find this out?
8. What sorts of jobs do people on the Scilly Isles do?
9. What sorts of jobs do we need people in our community to do? Why?

Sheet 2.1

The Sunny Islanders

Sunny Island is a very beautiful place, but very, very small. It is about two kilometres wide and three kilometres long. It is shaped a bit like a wiggly letter E with a tail and sea all around.

Nearly fifty people live on Sunny Island. Lots more people visit in the summer.

Mr and Mrs Coy and their family run the shop and post office. Mrs Coy's sister, Jane, lives with them. She helps in the shop and looks after the two Coy children, Colin and Mandy. The Coys' shop sells almost everything.

Mr Coy's mother and father live next to the shop. When things get busy, they help out.

Old Billy takes the children to school in his boat. When he's not taking the children to school he's a fisherman. And when he's not fishing, he's with Alice, his wife.

Miss Shah runs the small hotel, so she is very busy in the summer. Miss Shah's two nephews live with her. They sometimes help Old Billy when he goes out fishing. They also tidy the hotel garden.

The Appleby family is very large. Mr and Mrs Appleby have six children. They run a market garden. This is a bit like a farm, but they grow mostly vegetables and flowers.

The farm is owned by the Green family. Mr and Mrs Green are quite old, but they are helped on the farm by their son and his wife as well as their three grandchildren.

Annie is an artist and Jeremy is a writer. They moved to the island last year with their son, Tom, who plays the guitar and sings. They all love living on Sunny Island.

Mrs Jones teaches piano and Mr Jones is retired. He was a captain in the navy. Sometimes their daughter comes to stay with her two children and dog. When they visit, the house is very crowded.

Mr Barnaby is an actor. Mrs Watt is his housekeeper and Mr Watt is his gardener. Mr Barnaby likes sailing with his two children.

Mr Barnaby's house is close to the café and bicycle repair shop. Amy Winston runs both with the help of her cat.

Amy's friends, Bill and Barbara, live next door. They have two children. Barbara's parents are the Greens, who run the farm. Bill and Barbara grow herbs and make jams.

Sid is a builder. He lives with his son, Jason, who paints and decorates the houses on the island. Sid's daughter, Ruby, is still at school. In the summer Jason and Ruby take holidaymakers on walks around the island. Ruby also helps out in the café.

Finally, all alone on Eastern Rock, there's Mr Crabb the lighthouse keeper. Every day he cleans the light that protects ships from the rocks.

Teacher Notes

Unit 2 Activity 2 What Do the Islanders Do?

Overview

In this activity students look at the activities that are needed to sustain a community and create a job advert for a key role on the island.

Group Organisation

This activity begins with a whole group explanation and discussion before students brainstorm in pairs and then feed back to the class. Students can create their adverts alone or with a partner before coming back to review the class display.

Suggested Timing

This activity could be completed in two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Jobs** storyboard

Access to a whiteboard and projector

Sheet 2.1 *The Sunny Islanders*

Sheet 2.2a *Situations Vacant (optional)*

Sheet 2.2b *Getting the Message*

Local newspapers containing job adverts

Key Words and Phrases economy, community, key job, employment, education, advertisement, classified advertisements, local

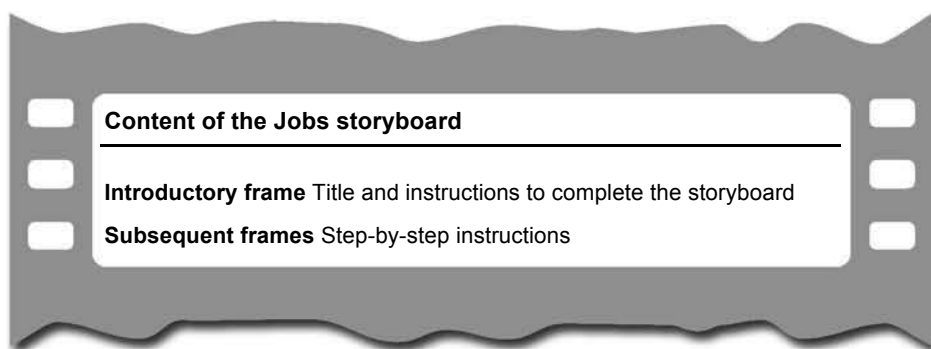
Tasks

Introduction

1. Explain that people's jobs tell you something about the economy and social make-up of the island.
2. Talk a little about why it's important for people to have an education and to work in order to provide mutual support in the community.

Development

3. Ask pairs of students to talk about the sorts of work that people do in their local community. Ask them to feed back and make a list on the board. If they haven't included key local services, prompt thought about these.
4. Looking back at the story on Sheet 2.1 *The Sunny Islanders*, add a column and make a second list of the work that the islanders do. Talk about how it compares with the students' local community.
5. Looking at the two lists, identify the gaps in the services people on the island need, but that aren't covered by the work they do.
6. Discuss where they might get these services. Although the islands could share facilities like doctors, dentists, vets, teachers, they might also want to attract service providers to their island.
7. Show students some simple adverts from local newspapers for key workers. Look at the design (font and font size), length of description and key information. Alternatively, refer to Sheet 2.2a *Situations Vacant*.
8. Ask students to choose a job they think is important to have locally situated and to design an advert for the *Southern Isles Times*. They can do this on paper or use the writing scaffold in the **Jobs** storyboard.



	Content of the Jobs storyboard
	Introductory frame Title and instructions to complete the storyboard
	Subsequent frames Step-by-step instructions

Plenary

9. Create a 'Situations Vacant' noticeboard and display the job adverts. Ask students to say which are the most eye-catching and provide the most helpful information. If necessary, they could refer to Sheet 2.2b *Getting the Message* for some criteria to help them make their judgements.

10. Remind students that communities are people working together to provide the things that everyone needs to have a healthy, safe and productive existence.

***Extension/
Homework***

11. Ask students to look at the job adverts in their local press or on websites and to choose the one they think that does the job best. They should write two sentences explaining why the advert is good.

Student Notes

Unit 2 Activity 2 What Do the Islanders Do?

Objectives

In this activity, you will:

- think about the sorts of jobs needed to keep a community going
- look at how jobs are advertised and what makes a good advert.

Outcomes

By the end of this activity you will have:

- contributed to a class list comparing local jobs and jobs on Sunny Island
- created a job advert.

Resources

- Sheet 2.1 *The Sunny Islanders*
- Sheet 2.2a *Situations Vacant (optional)*
- Sheet 2.2b *Getting the Message*
- Local newspapers

Tasks

Introduction

1. The jobs people do can tell you about the way the island works as a community and how people pay for the things they need.
2. Why do you think it's important for people to work? Why do people need to go to school?

Development

3. What sorts of work do people do where you live? What do we mean when we talk about jobs that give a service?
4. Look again at what the Sunny Islanders do for work. Is this like the work people do where you live? What are the differences?
5. What work and services might the Sunny Islanders need that aren't done by the people who live there?
6. Who might do these jobs and where might they come from?
7. Look at some job adverts. What can you say about how they look? What things do they need to say?
8. Choose a job you think is important to have on the island. Write an advert for it in the *Southern Isles Times*. You might be asked to use the writing scaffold in the **Jobs** storyboard.



to open the **Jobs** storyboard.

Student Notes**Plenary**

9. Print out and put your advert on the class 'Situations Vacant' noticeboard.
10. Which advert is the most eye-catching? Why?
11. Which gives the most helpful information?
12. Why do you think people choose to live together in groups?

Extension/Homework

13. Look at the job adverts in your local newspaper or online. Choose one that you think does the job best. Write two sentences explaining why the advert is good.

Sheet 2.2a

Situations Vacant

Shop Assistant – Dolly’s Fashions

£195 per week

- Dealing with customers
- Taking money

Contact Maureen on 07876 331044
to find out more and arrange an interview.



Librarian

£10 per hour • 12 hours per week

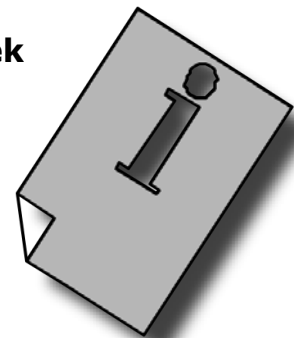
Training will be given

- Keeping records
- Helping readers find books
- Putting books away

The Library, Main Street, Windy Isle.

 07876 442318  fred@library.co.uk



Serving Our Local Community

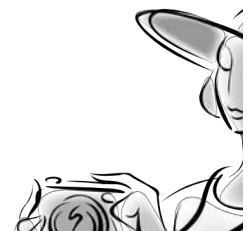


Photographer for Southern Isles Times

40 hour week (flexitime)
Experience ESSENTIAL

Contact: The Editor, Will Rite

 07876 442375  w.rite@sitimes.co.uk
www.sitimes_vacancies.com



Sheet 2.2b

Getting the Message

Use the checklist to help you say how good each advert is.

Is the advert eye-catching? ☐

Is it clear and easy to read? ☐

Can you tell what the job is? ☐

Do you know how much it will pay? ☐

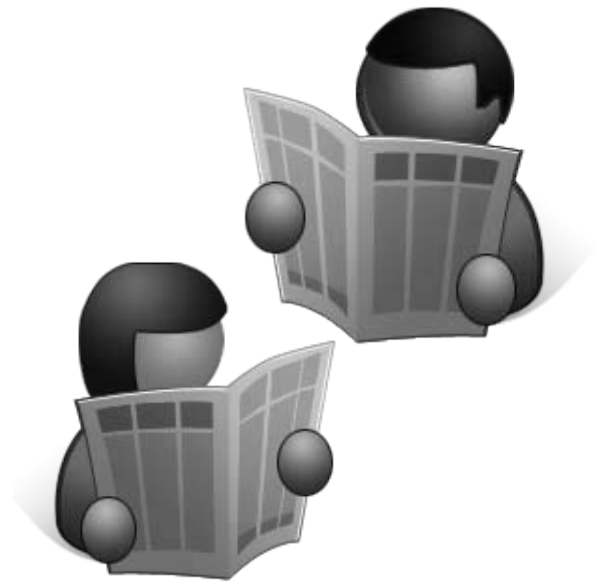
Do you know what hours the person will have to work? ☐

Do you know how to contact the right person to apply? ☐

Do you know where you can find out more? ☐

😊 What do you like most about the advert you consider to be best?

😞 How could this advert be improved?



Teacher Notes

Unit 2 Activity 3 Role Play

Overview

In this activity students investigate an incident of vandalism on the island and consider what should be done. Some will write a letter of apology. They also imagine other encounters between the inhabitants.

Group Organisation

The activity begins with students watching and discussing a storyboard that sets the scene, before students work individually or in pairs on a roleplay. They share and comment on work in small groups and then discuss some storyboards as a whole class.

Suggested Timing

This activity could be completed in one or two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Bicycle Repair** storyboard
- **Talking with Mum** storyboard
- **Talking with Dad** storyboard

Access to a whiteboard and projector

Sheet 2.3 *Letter Template*

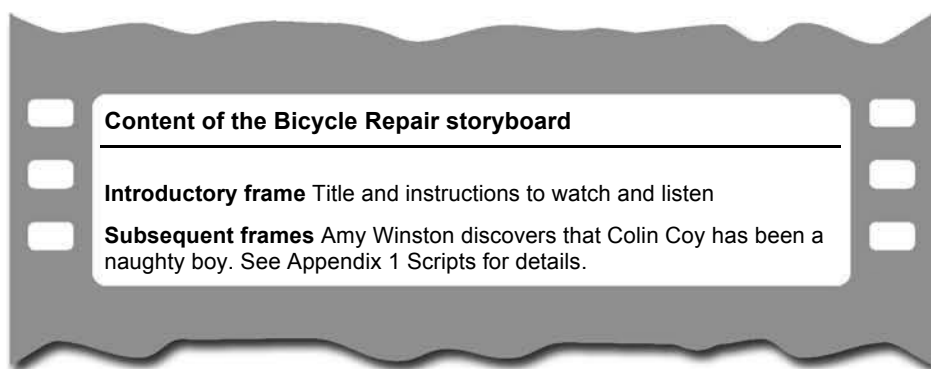
Key Words and Phrases issue, vandalism, apology, behaviour, appropriate emphasis and intonation, resolution, rights and responsibilities

Tasks

Introduction



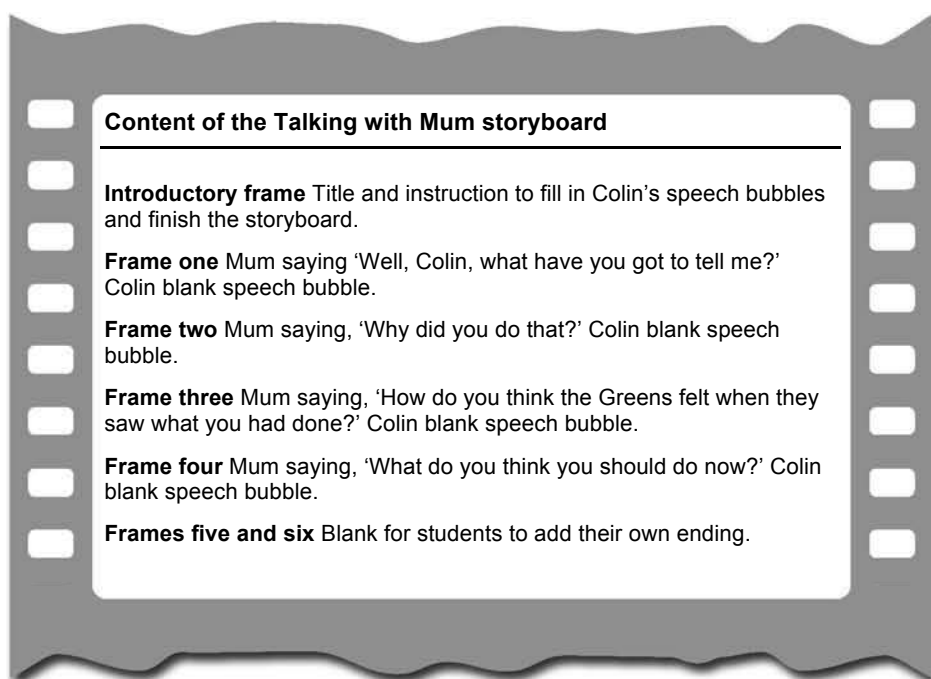
1. Discuss what the students remember about the Sunny Islanders. Ask them to think about where people on the island might meet each other and the sorts of things they might talk about.
2. Watch the **Bicycle Repair** storyboard. Here Amy Winston talks to Colin Coy about how his bike got a puncture and discovers he's been where he shouldn't! Look at how the dialogue is set out using speech bubbles.

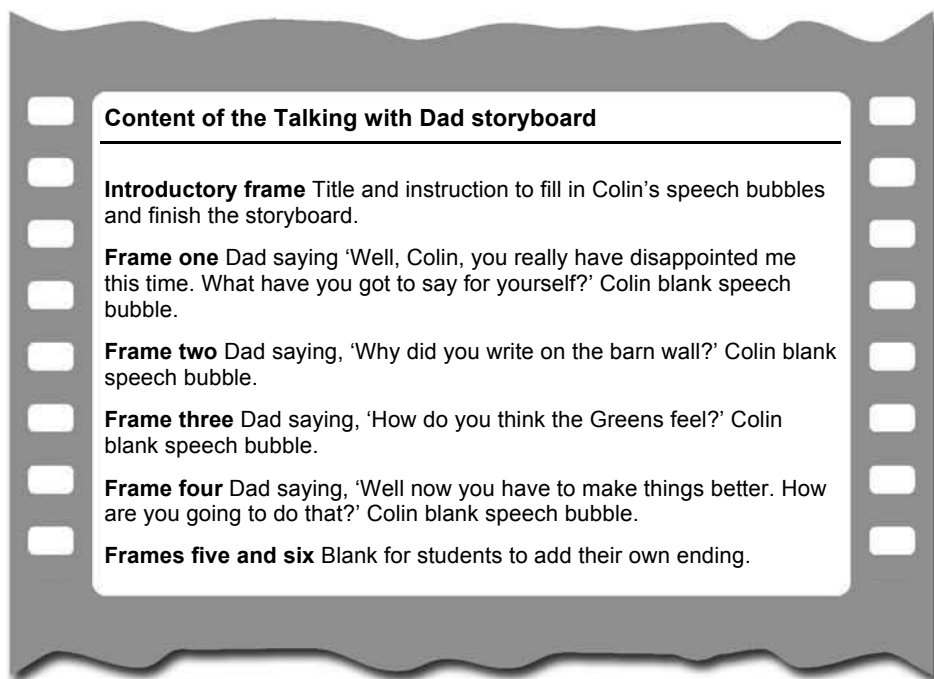


Development



3. Ask students to imagine Colin's meeting with his mother or father following the discovery of his misbehaviour. Students can make this storyboard from scratch or, if they need help, complete one of the starter storyboards: **Talking with Mum** or **Talking with Dad**.





4. Ask students to work in pairs to record the dialogue using intonation and emphasis to convey meaning and feeling.
5. If there is time, students could also print out their roleplays as a comic page, using the blank template in Kar2ouche.

Plenary

6. Ask students to share their storyboards and look at how they resolved the situation. They could also talk about a time when they think they haven't been treated fairly and why.
7. Share some of the better storyboards with the class to look at what is right and wrong, fair or unfair and the roles and responsibilities in community life.
8. Talk about what it must be like to live on a small island where everybody knows each other.

Extension/ Homework



9. Students could plan another roleplay between two of the island's inhabitants. Alternatively, using Sheet 2.3 *Letter Template*, they could write a letter from Colin to the Greens apologising for his behaviour.

Student Notes

Unit 2 Activity 3 Role Play

Objectives

In this activity, you will:

- watch a storyboard and talk about a problem on the island
- work out how speech is shown in a comic strip
- think about how someone should behave when they are in trouble.

Outcomes

By the end of this activity you will have:

- created a role-play storyboard.

Resources

- Sheet 2.3 *Letter Template*

Tasks

Introduction

1. What do you remember about the Sunny Islanders? Where do people on the island meet each other? What sorts of things might they talk about?
2. Watch the **Bicycle Repair** storyboard.



to open the **Bicycle Repair** storyboard.

3. Look at how the speech bubbles are placed so that you can tell who speaks first.

Development

4. What do you think Colin's mum and dad will say to him? Your teacher will tell you whether to make a new storyboard showing Colin talking to his mum or dad, or to fill in the gaps in one of the starter storyboards.



to open a **new** storyboard.



to open the **Talking with Mum** storyboard.



to open the **Talking with Dad** storyboard.

5. Record the dialogue. Try to show meaning and feeling through your voice.
6. If there is time, print your roleplay as a comic page.

Plenary

7. Show your storyboard to a partner and discuss how you dealt with the problem.
8. How do you feel about what happened? Was Colin totally wrong? What do you think he should have done?
9. What would it be like to live on a small island where everybody knows each other?

Student Notes**Extension/Homework**

10. Plan another roleplay between two of the people who live on the island.
11. Write a letter from Colin to Mr and Mrs Green.

Sheet 2.3

Letter Template

The Post Office
Sunny Island
UK

[Add the date here]

Dear Mr and Mrs Green,

I would like to say [Write Colin's apology and explanation of what he did here. Add his explanation in a second sentence.].

[Add another paragraph saying how he feels and what he is going to do now].

Yours sincerely,

[Add Colin's signature here]

Colin Coy

Unit 3 Going to School

Overview of Unit

Students begin by exploring what happens when one of the island children is bullied and what can be done to alleviate the situation. They read a story and stop at various points to comment and predict what might happen next. Having looked at the issue of bullying, students write some instructions explaining what to do if someone is bullied. The unit finishes with a comparison of transport on the island and on the mainland.

Key Stage/Year Key Stage 1/ Years 1 and 2

Activities This unit comprises a number of activities that can form the backbone of a series of lessons divided between the classroom and ICT suite. You may want to adapt and supplement them to meet the needs of your particular group.

1. Too Late
2. What Happens Next?
3. Getting Around

Outcomes By the end of this unit, students will have:

- identified what they think is right, wrong, fair and unfair in the way a family deals with a dilemma
- created a storyboard to say what they think should happen if someone is bullied
- predicted how the bullies might feel when confronted with the results of their behaviour
- written a set of instructions
- evaluated their work and the work of a partner
- investigated and compared transport in two different locations
- produced a storyboard offering advice on road safety.

Curriculum Objectives**Essential learning**

Literacy: listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively; read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information; write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts; analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.

ICT capability: create, manipulate and process information using technology to capture and organise data and combine still and moving images, sounds and text to create multimedia products; collaborate, communicate and share information; refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Learning and thinking skills: investigate, asking relevant questions, identifying problems, questioning assumptions – they plan systematically using time and resources effectively; create and develop, using their imagination to explore possibilities and generate ideas – they try out innovative alternatives, predicting outcomes and making reasoned decisions; communicate, interacting with specified audiences using a range of media; evaluate, developing criteria for judging work and suggesting refinements and improvements.

Personal and emotional skills: identify their strengths and areas for development, reflecting on the significance of their learning; manage their feelings using appropriate strategies, becoming increasingly aware of their own and others' feelings; set goals for their personal development and learning, and work towards them; work independently, knowing when to seek help, dealing with pressures and deadlines.

Social skills: listen and respond appropriately to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns; negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts; give constructive support and feedback to benefit others as well as themselves.

Areas of learning: understanding English, communication and languages

1. **Essential knowledge** Learners will explore: how language is used to express, explore and share information, ideas, thoughts and feelings; the power of language and communication to engage people and influence their ideas and actions
2. **Key skills** Learners will: listen, read and view in order to understand and respond; discuss, debate and draft in order to develop and explore ideas, themes and viewpoints; speak, write and broadcast in order to present ideas and opinions; evaluate, analyse and critique in order to review, refine and comment; interact and collaborate in order to share understanding of what is said, read and communicated.
3. **Cross-curricular studies** The activities will: **contribute to** personal, emotional and social development; enhance children's understanding of English, communication and languages through making links to other areas of learning and to wider issues of interest and importance.
4. **Breadth of learning – speaking and listening** Learners will: develop and apply speaking and listening skills to suit targeted audiences and for specific purposes; tell and listen to stories and explore ideas and opinions in both formal and informal contexts; express themselves creatively in improvisation and role play; use digital and visual media to support communication.

Reading Learners will: develop and apply their reading skills in order to become critical readers; engage with texts, including literary non-fiction and media texts.

Writing Learners will: learn to write for specified purposes and audiences in an appropriate form; develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding; explore writing using multimodal formats.

5. **Curriculum progression (Early) English and communication – speaking and listening** E1 organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener; E3 reflect on how talk varies in different circumstances and for different listeners; E4 recognise when to use formal language, including some features of spoken standard English; E7 explore the imaginative use of language and the conventions of talk through role play.

English and communication – reading E12 use screen-based and book conventions; E14. to identify characters and retell and enact narratives; E15 identify the characteristic features of texts with specific purposes.

English and communication – writing E16 plan, discuss and review their work in order to improve it, including using ICT where appropriate; E17 combine written text with illustration, moving image and sound; E20 how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work; E24. create and shape their writing for different readers, choosing appropriate vocabulary.

Areas of learning: Historical, geographical and social understanding

1. **Essential knowledge** Learners will explore: how and why places and environments develop, how they can be sustained and how they may change in the future; how people, communities and places are connected and can be interdependent at a range of scales.
2. **Key skills** Learners will: undertake investigations and enquiries, using various methods, media and sources; present and communicate findings using appropriate specialist vocabulary and techniques.
3. **Cross-curricular studies** The activities will: facilitate personal, emotional and social development and enhance children's geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance.
4. **Breadth of learning – local, national and global contexts:**
Learners will learn about the ways people, communities, places and environments are interconnected; explore issues of justice, rights and responsibilities in their own contexts and the wider world.
Place and space Learners will: use first-hand experience and secondary sources to investigate the geographical features of a range of places and environments; learn about and develop informed views and opinions on local, national and global issues.
5. **Curriculum Progression (Early)** E3 about the links between their locality and other places in the UK and beyond; E6 use the internet and other digital sources to explore distant and contrasting places; E7 the importance of rules and to recognise the difference between right and wrong and what is fair and unfair.

Areas of learning: understanding physical development, health and wellbeing

1. **Essential knowledge** Learners will explore how: healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest; good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences.
2. **Key skills** Learners will: reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.
3. **Cross-curricular studies** The activities will: facilitate personal, emotional and social development; enhance children's understanding of physical development, health and wellbeing through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

Exercise and health Learners will learn: about the importance of healthy lifestyles; how nutrition, exercise and hygiene contribute to their wellbeing.

Physical and emotional changes Learners will learn: about relationships within the context of caring and stable relationships; how to make decisions that promote and sustain better physical and emotional health; about staying safe and how to handle risks relating to issues including harmful relationships, and how and where to get help; how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others

5. **Curriculum progression (Early)** E2 listen to, and show consideration for, other people's views; E3 identify and talk about their own and others' strengths and how to improve; E4 how to keep safe and know how and where to get help; E6 recognise right and wrong, what is fair and unfair and explain why; E7 recognise how attitude and behaviour, including bullying, may affect others.

Personal Wellbeing E14 why healthy eating and physical activity are beneficial; E20 how to recognise, manage and control strong feelings and emotions.

Teacher Notes

Unit 3 Activity 1 Too Late

Overview

In this activity students work out why Charlie Appleby doesn't want to go to school and discuss the issue of bullying. They also explore how it feels to be bullied.

Group Organisation

This activity begins with the class watching a storyboard, then working in pairs to think about how the family feel and how they might have behaved differently.

Suggested Timing

This activity could be completed in one lesson of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Too Late for School** storyboard
- **I Wish** storyboard

Access to a whiteboard and projector

Sheet 3.1 *Too Late for School*

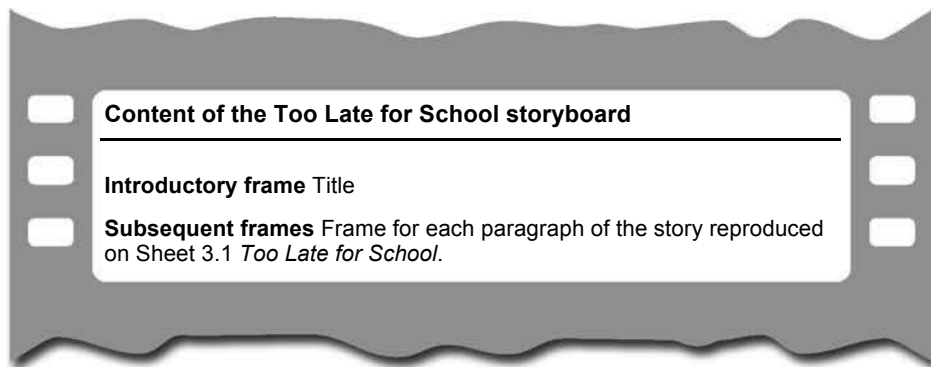
Key Words and Phrases bully, family, responsibility, fair and unfair

Tasks

Introduction



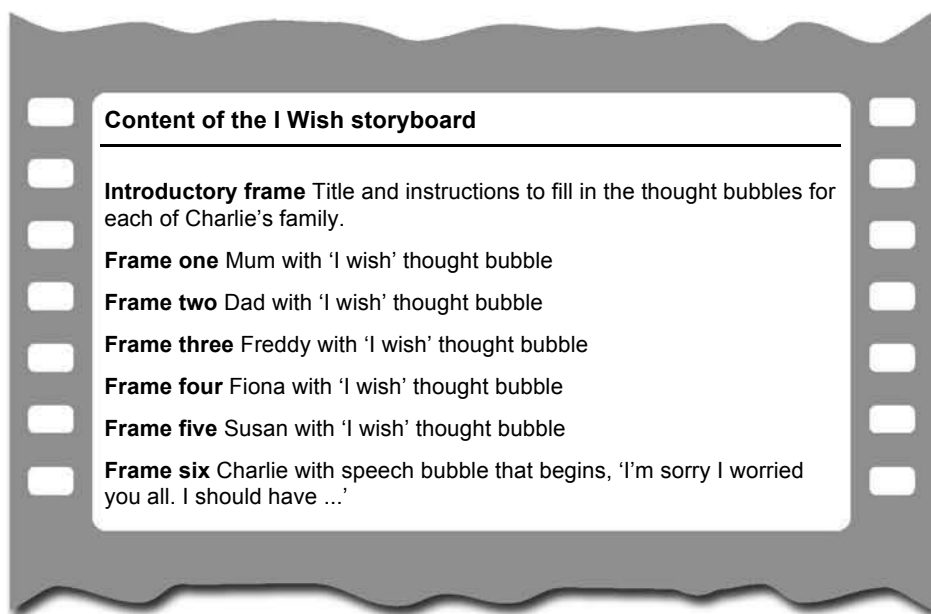
1. Watch the **Too Late for School** storyboard, pausing at appropriate points to discuss what is happening.



Development



2. Ask students to watch the storyboard again and/or read Sheet 3.1 *Too Late for School* and to make a list of what they think is right and wrong, fair and unfair in the situation.
3. Ask students to think how they would like their family to behave if they had a problem and whether Charlie could have done anything differently. They can record their thoughts in the **I Wish** storyboard.



Plenary

4. Discuss the role of family and what the Applebys did right and wrong. Ask whether it is always easy to do the right thing.

Extension/ Homework

5. Ask students to think about what can be done to help Charlie feel better. They will work on this in the next activity.

Student Notes

Unit 3 Activity 1 Too Late

Objectives

In this activity, you will:

- think about how a family deals with one child's problem
- think about how each member of the family feels
- decide what is fair and unfair.

Outcomes

By the end of this activity you will have:

- watched and talked about a storyboard
- read a story
- made your own storyboard.

Resources

- Sheet 3.1 *Too Late for School*

Tasks

Introduction

1. Watch the **Too Late for School** storyboard.



to open the **Too Late for School** storyboard.

Development

2. Watch the storyboard again or read Sheet 3.1 *Too Late for School*. List what you think is fair and unfair in the story. Look at what the family does and how Charlie behaves.
3. What would you like your family and friends to do if you had a problem? Could Charlie have behaved differently? Fill in the thought bubbles in the **I Wish** storyboard.



to open the **I Wish** storyboard.

Plenary

4. What did the Appleby family do right? Did the family do anything wrong? How easy is it to do the right thing every time? What can you do if you get it wrong?

Extension/Homework

5. What do you think can be done to help Charlie feel better? You will work on this in the next activity.

Sheet 3.1

Too Late for School

Monday mornings are always hectic at the Applebys' house. Mum gets up early to pack the vegetables for the hotel on the next island. Dad helps the children get ready for school and feeds the baby.

Sunny Island is too small to have a school of its own, so the children catch the boat. Old Billy takes the children to primary school and fetches them back every day. He also takes the Appleby vegetables to the hotel.

Every Monday morning a boat collects the older children to go to the secondary school, which is further away on Far Island. They stay at school all week. Susan Appleby goes to secondary school with her friends, Tom, Ruby and Mary. It's quite an adventure and makes them feel very grown up.

[What would it be like staying at school all week?]

This particular Monday morning Charlie Appleby was getting in everyone's way. He drifted sulkily about the kitchen, watching his brothers and sisters being busy. He didn't seem to be busy himself.

Mum asked, 'What's wrong?' When he mumbled something she couldn't quite hear, she told him to go and get ready for school. He went and stood by Dad.

Dad asked him to fetch the baby's food. So he wandered off, but forgot to get it.

Charlie tried to talk to Freddy, who was just coming in from watering his plants. But Freddy said, 'Can't stop; got to go and get my school bag.' Charlie sighed.

Jamie was dashing around. He was excited because he liked to walk to the boat with his brothers and sisters. He is too young for school. He bumped into Charlie and then burst into tears. Dad blamed Charlie. It wasn't fair, no one had time for him.

Susan noticed he looked sad, but had stopped listening by the time he was ready to tell her why. You would think having a large family would be helpful when you want to talk, but they were all far too rushed.

[What do you think is wrong with Charlie?]

Feeling neglected, Charlie wandered out into the yard.



Soon it was time to leave for the boat. But where was Charlie? Noone could say who had seen him last or where he had gone. 'He's so thoughtless,' complained Dad. Susan was impatient to leave. The boat might go without her, so she set off alone.

Freddy and Fiona were worried. They wondered what had happened to Charlie, but they also needed to get to school. Dad said, 'You go along. We'll catch up when we find Charlie.'

As she went down the path, Fiona kept looking behind her, hoping that Charlie would be following. As it was, when they got to the quay all the other children were waiting for them and they had to run.

'We can't find Charlie,' Freddy explained to Old Billy.

'Well I can't help that,' Billy said. 'We've got to go. If we can find him later, I'll bring him over with your ma's vegetables.'

Back at the Applebys', Mum and Dad called Charlie's name. Where was he?

Dad took the little ones back into the house. Mum went to look for Charlie. She checked the garden and the pig sty. She checked the shed and the garage. She even checked the chicken huts, but he was nowhere to be found. She sighed, 'Where is that boy?'

At the house she heard a quiet sobbing near the back door. There was Charlie, sitting by the rain butt. 'What's up, love?' Mum asked softly. Charlie sobbed some more.

When he'd got his breath, he cried, 'They call me Fatty ... and Belly Boy ... and they throw food at me in the playground.'

'There, there, love,' Mum said. 'Come into the kitchen and tell me who you mean.'

Dad was already making a cup of tea. They sat at the table and chatted. Poor Charlie.



[What do you think happens next?]

Teacher Notes

Unit 3 Activity 2 What Happens Next?

Overview

In this activity students explore what can be done to resolve a bullying situation and how the bullies might feel if confronted with their behaviour. They also write a set of instructions explaining what someone should do in a situation involving bullying.

Group Organisation

This activity begins with the class recapping what happened to Charlie in the previous activity. They then work in pairs, or small groups, to think about what could be done to help, before sharing these ideas with the class. They look together at a set of instructions to identify the key features and then create their own to say what someone should do if they are being bullied. In pairs, they evaluate each other's work.

Suggested Timing

This activity could be completed in two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Next Steps** storyboard
- **Thoughtless** storyboard

Access to a whiteboard and projector

Sheet 3.2a *What To Do If You Are Ill*

Sheet 3.2b *Instruction Checklist*

Key Words and Phrases teasing, bullying, instructions

Tasks

Introduction

1. Recap Charlie's problem as explored in the last activity and ask students to say what thoughts they've had about how to make Charlie feel better.
2. Talk a little about when teasing becomes bullying.

Development



3. Ask students (in pairs or small groups) to complete the **Next Steps** storyboard to show what Charlie and his parents do next.

Content of the Next Steps storyboard

Introductory frame Title and instructions to complete the frames.

Frame one Charlie and his parents on the boat going to the school. Blank speech bubbles.

Frames two to four Charlie and his parents in the head teacher's office. Blank speech bubbles.

Frames five to eight Head teacher with two other children. Head asking what has happened, how they think Charlie must feel and what they should do next. Children blank speech bubbles for reply.

Frames nine to eleven Charlie with the two other children. Blank speech bubbles.

Frame twelve Head teacher asking Charlie's parents whether they think he will be OK now.



4. Talk to the students about what they think the other children should have done if they were concerned for Charlie's health and that he should do something about his weight. They could show this scenario in a new storyboard.

Plenary



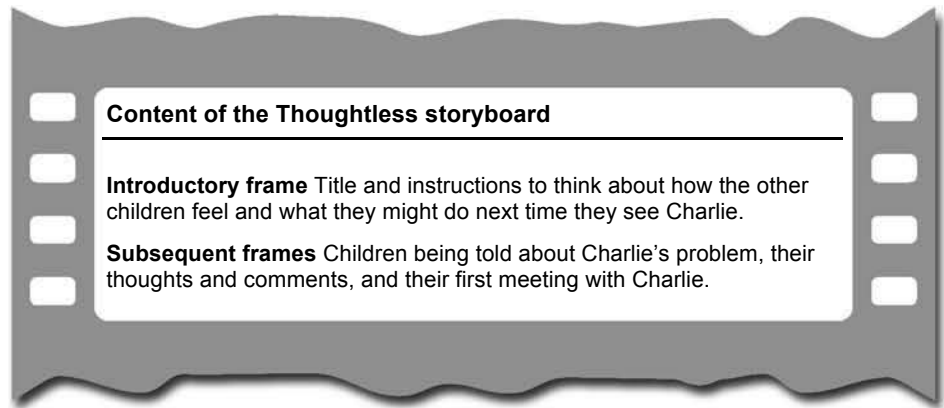
5. Ask students to write a set of instructions telling children what to do if they are being bullied. Begin by showing them Sheet 3.2a *What To Do If You Are Ill*. You may need to change this if your school has a different procedure. Talk through the key features. These are summarised on the sheet.
6. Pairs read each other's instructions and suggest improvements. They could use Sheet 3.2b *Instruction Checklist* to help them.



Extension/ Homework



7. Students could complete the **Thoughtless** storyboard exploring how the children feel when they realise how sad they made Charlie. If students don't have access to the software at home, they could print it out and add ideas in the margin and to the blank bubbles.



Student Notes

Unit 3 Activity 2 What Happens Next?

Objectives

In this activity, you will:

- look at what Charlie can do to stop the bullying
- think about what the other children feel when they learn that Charlie is unhappy.

Outcomes

By the end of this activity you will have:

- created a storyboard to show what should happen next
- written some instructions for people who feel bullied
- made a storyboard showing what the other children might feel.

Resources

- Sheet 3.2a *What To Do If You Are Ill*
- Sheet 3.2b *Instruction Checklist*

Tasks

Introduction

1. Can you remember why Charlie missed the boat to school? What do you think would make Charlie feel better?
2. Do you think the children were teasing Charlie? When does teasing become bullying?

Development

3. Complete the **Next Steps** storyboard. This allows you to show what you think Charlie and his parents should do next.



to open the **Next Steps** storyboard.

4. Maybe the other children were worried about Charlie's weight. What should they have said and done if they thought he needed help for his health? Make a new storyboard to show this.



to open a **new** storyboard.

Plenary

5. Maybe Charlie needed some instructions to tell him what to do if he was bullied. Look at Sheet 3.2a *What To Do If You Are Ill*. Explain how to write instructions. Think about order and the words used.
6. Write some instructions for Charlie, telling him what to do if he is bullied.
7. Read a partner's instructions. Are they clear? Would you know what to do and when? Suggest some things your partner could do to make their work better.

Student Notes

Extension/Homework

8. Now look at the story from the other children's point of view. How do they feel when they find out they have made Charlie sad? What do they say to each other and to Charlie? Complete the **Thoughtless** storyboard.



to open the **Thoughtless** storyboard.

Sheet 3.2a

What To Do If You Are Ill



<i>Title showing what instructions are about</i>	<i>What To Do If You Are Ill</i>
Begin by defining the purpose of the instructions	These instructions tell you what to do if you are ill and the people who should be informed.
Plan the sequence showing what should be done and in which order.	When you wake up feeling ill, you should start by asking just how ill you really are. Do you think you are well enough to go to school?
Write in short, simple, easy-to-follow sentences.	If you still feel ill, you should talk to a parent or guardian. Tell them exactly how you feel. They can then decide what to do.
Appeal directly to the reader.	First, if you are very ill, your guardian should ring the doctor and make an appointment. If your illness isn't quite so bad, they should send you to bed and maybe give you some medicine.
Use words that show order and the passing of time.	Next, if it is a school day, your parent should ring the school secretary and explain that you are ill. This means your teacher won't worry.
Include a final summing-up sentence.	When you are ill it is important that you follow the right steps to get you better fast and to stop other people from worrying about you.

When writing instructions you need to:

1. ... think about who you are writing for and why
2. ... use the title to show what the instructions are about
3. ... decide whether the style should be formal or informal
4. ... plan the order of the instructions
5. ... decide whether you could use a numbered list, bullet points or sub-headings to make each step clearer
6. ... keep sentences short, simple and to the point
7. ... appeal directly to the reader
8. ... use words that remind the reader that the steps need to be taken in order, for example, first, next, following, then, finally
9. include a summary statement at the end.

Finally, when you have written your instructions read them through carefully. Check whether you could complete the actions. Ask if you have missed any important detail.

Sheet 3.2b

Instruction Checklist

Name:

Add notes and colour in the face that best describes how well you have done.

😊 = good; 😐 = OK, but could be better; ☹️ = needs work.

Who are the instructions for?		😊 😐 ☹️
What will the reader be able to do when they have read them?		😊 😐 ☹️
What is your title? Does it explain what the instructions are about?		😊 😐 ☹️
Is the style formal or informal? Is this right for the reader?		😊 😐 ☹️
Are the instructions set out step-by-step in the order that they should be carried out?		😊 😐 ☹️
What words have you used to show the order and passing of time?		😊 😐 ☹️
Have you written in short, simple sentences?		😊 😐 ☹️
Have you finished with a summary statement?		😊 😐 ☹️
Have you checked that the meaning is clear? Do you need to add any more information?		😊 😐 ☹️
Which words do you need to check for spelling?		😊 😐 ☹️

Teacher Notes

Unit 3 Activity 3 Getting Around

Overview

In this activity students compare the transport on the island with traffic on the mainland and discuss reasons for the difference. They also look at the impact living on the island would have on the local children's knowledge of road safety.

Group Organisation

This activity begins with a whole class discussion, then students work in pairs.

Suggested Timing

This activity could be completed in two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Travel** storyboard
- **Different Lives** storyboard
- **Road Safety** storyboard

Access to a whiteboard and projector

Sheet 1.1 *Sunny Island Map*

Sheet 3.3 *Getting Around (optional)*

Timetables and tourist magazines explaining routes to the Isles of Scilly (*optional*)

Key Words and Phrases transport, traffic, physical geography, compare, similar, different

Tasks

Introduction



1. Look again at the map of Sunny Island (Sheet 1.1) and in particular at the roads and landscape. Ask students what they think the physical geography might mean for transport. Ask them to recall any means of transport that they've encountered in the storyboards.
2. Explain that you're going to look at how getting around the island is similar and different to what they know and why.

Development



3. Show the **Travel** storyboard. This shows the Barnaby family travelling from their London flat to their holiday house on the island. Students should fill in all the different forms of transport the family uses and also what they see in the pictures. They can list the modes of transport on Sheet 3.3 *Getting Around*. Alternatively, students can complete and print out the chart at the end of the storyboard.

Content of the Travel storyboard	
	Introductory frame Instructions to watch the storyboard and list all the means of transport they see in two columns: one for mainland and one for island transport.
	Frame one Barnaby family home in London. Car parked outside. Mr Barnaby saying, 'Hurry up, kids. The taxi will be here in a minute.'
	Frame two Journey to railway station – cars on road, motorcycle and bus. Mr Barnaby suggests it may have been quicker by tube.
	Frame three Railway station and journey to Penzance.
	Frame four Coach from railway station to airport and discussion about whether they should get the helicopter or plane.
	Frame five Family on Far Island waiting for the boat to Sunny Island. The next boat is in two hours, when school has finished. They have tea while they wait.
	Frame six The quay on Sunny Island, the Barnabys' housekeeper is waiting with the Land Rover, one of the very few cars on the island. The Appleby parents are waiting to walk with Susan Appleby back from the boat.
	Frame seven The Barnaby children greet the Greens, who are standing by their tractor, and Colin going by on his bicycle.
	Frame eight Chart with space to add modes of transport either written or using props.

4. Ask students to compare their lists to check that they've spotted all the means of transport.

Plenary

5. Discuss the differences between transport on the island and on the mainland. Ask students to say why it is different. They could summarise their thinking using the **Different Lives** storyboard.

Content of the Different Lives storyboard

Introductory frame Title and instructions to complete the sentences summarising the differences between transport on the mainland and on the island.

Frame one Starter sentence: The transport on the mainland is ...

Frame two Starter sentence: The transport on the island is ...

Frame three Starter sentence: There is ... transport on the island because ...

Frame four Starter sentence: An islander visiting the mainland might find the traffic ...

6. Look at how the sentences create a brief factual paragraph about transport on the island.
7. Talk about how an islander might travel to Spain for a holiday.
8. Talk with students about what it would be like if one of the island children visited their school. What would they need to do to help them cope with the traffic? Look at the sort of advice they could give about road safety.
9. Complete the **Road Safety** storyboard showing an island child being given advice on road safety.

**Extension/
Homework**

Content of the Road Safety storyboard

Introductory frame Title and instructions to complete the storyboard.

Subsequent frames Two children in a busy street approaching a pedestrian crossing. Blank speech bubbles for completion.

10. Share some of the better storyboards.
11. Ask students to say whether the transport has changed most on the island or mainland in the last 50 – 100 years. Ask why this might be. Talk a little about the impact on the environment in the two locations.

Student Notes

Unit 3 Activity 3 Getting Around

Objectives

In this activity, you will:

- look at how the transport on Sunny Island is different to where you live
- advise a Sunny Islander about road safety.

Outcomes

By the end of this activity you will have:

- listed how people travel on Sunny Island and the mainland
- made a storyboard showing the differences
- created a storyboard of road safety advice.

Resources

- Sheet 1.1 *Sunny Island Map*
- Sheet 3.3 *Getting Around*

Tasks

Introduction

1. Look at the map of Sunny Island. How many roads are there? How big is the island? From this information, what can you say about the traffic and means of transport on the island?
2. What vehicles have you seen in all the storyboards you've watched so far?
3. How do you think the way people get around the island is the same as the way you travel? How might it be different?

Development

4. Watch the **Travel** storyboard. Make a list of all the ways people get around. Think about what you read, hear and see.



to open the **Travel** storyboard.

5. Show your list to a partner. Have you spotted all the types of transport? Add any that you missed.

Plenary

6. How is transport on the island different from transport on the mainland? Why is it different? Make a note of what you think on the **Different Lives** storyboard.



to open the **Different Lives** storyboard.

7. How do you think an islander would get to Spain for a holiday?

Student Notes

Extension/Homework

8. What do you think a child from the island would find different about the area around your school? Would they need help to cope with the traffic? What could you tell them about road safety?
9. Complete the **Road Safety** storyboard to show how you would help them.



to open the **Road Safety** storyboard.

10. Watch some of the other storyboards.
11. Do you think transport has changed more on the mainland or on the island in the last fifty to one hundred years? Why do you think this is?
12. What effect do you think transport has on the environment?

Sheet 3.3

Getting Around

Make a list of all the types of transport you read about, hear about and see.



Transport on the Mainland	Transport on the Island

Unit 4 Visiting Sunny Island

Overview of Unit

Students explore holidays – why and when we have them, where we go and the activities people like to do. They also look at how holidays have changed over the years. They analyse and produce both explanatory and recount texts.

Key Stage/Year Key Stage 1/ Years 1 and 2

Activities This unit comprises a number of activities that can form the backbone of a series of lessons divided between the classroom and ICT suite. You may want to adapt and supplement them to meet the needs of your particular group.

1. Hooray for the Holidays
2. Now and Then
3. Changes
4. My Visit

Outcomes By the end of this unit, students will have:

- researched holiday destinations
- explained why Sunny Island is a good place to holiday
- compared holidays now and in the past
- considered the reliability of different historical sources
- created a timeline for the history of Sunny Island
- written about an imaginary visit to the island.

Curriculum Objectives **Essential learning**

Literacy: listen attentively, talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively; read accurately and fluently to comprehend and critically respond to texts of all kinds, on paper and on screen, in order to access ideas and information; write, present and broadcast a range of ideas, in appropriate forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts; analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.

ICT capability: find and select information from digital and online sources, making judgements about accuracy and reliability; create, manipulate and process information using technology to capture and organise data and combine still and moving images, sounds and text to create multimedia products; collaborate, communicate and share information; refine and improve their work, making full use of the nature and pliability of digital information to explore options and improve outcomes.

Learning and thinking skills: investigate, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions – they plan systematically using time and resources effectively; create and develop, using their imagination to explore possibilities and generate ideas – they try out innovative alternatives; communicate, interacting with target audiences in appropriate ways using a range of media; evaluate, developing criteria for judging work and suggesting refinements and improvements.

Social skills: listen and respond appropriately to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns; work collaboratively towards common goals; give constructive support and feedback to benefit others as well as themselves.

Areas of learning: understanding English communication and languages

- 1. Essential knowledge** Learners will explore: how language is used to express, explore and share information, ideas, thoughts and feelings; the power of language and communication to engage people and influence their ideas and actions; how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.
- 2. Key skills** Learners will: listen, read and view in order to understand and respond; discuss, debate and draft in order to develop and explore ideas, themes and viewpoints; speak, write and broadcast in order to present ideas and opinions; evaluate, analyse and critique in order to review, refine and comment; interact and collaborate in order to share understanding of what is said, read and communicated.
- 3. Cross-curricular studies** The activities will enhance children's understanding of English, communication and languages through making links to other areas of learning and to wider issues of interest and importance.

4. **Breadth of learning – speaking and listening:** develop and apply speaking and listening skills to suit audience and purpose; tell and listen to stories and explore ideas and opinions in both formal and informal contexts; express themselves creatively in improvisation and role play; use digital and visual media to support communication.

Reading: develop and apply their reading skills in order to become critical readers; engage with a range of texts, including literature from different times and cultures, information and reference texts and media texts.

Writing: learn to write in an appropriate form for specified audiences and purposes; explore writing using different media.

5. **Curriculum progression (Early) English and communication – speaking and listening** E1 organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener; E6 speak clearly, take turns, make relevant contributions, give opinions and listen to different views; E7 explore the imaginative use of language and the conventions of talk through role play.

Reading E14 identify characters and retell and enact narratives.

Writing E16 plan, discuss and review their work in order to improve it, including using ICT where appropriate; E17 combine written text with illustration, moving image and sound; E18 communicate with known audiences; E24 create and shape their writing for different readers, choosing appropriate vocabulary.

Areas of learning: historical, geographical and social understanding

1. **Essential knowledge** Learners will explore: how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened; how and why places and environments develop, how they can be sustained and how they may change in the future.
2. **Key skills** Learners will: undertake investigations and enquiries, using various methods, media and sources; compare, interpret and analyse different types of evidence from a range of sources; present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

3. **Cross-curricular studies** The activities will enhance children's historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance.
4. **Breadth of learning – local, national and global contexts:** learn about the ways people, communities, places and environments have changed over time, and how they are interconnected.
Place and space: use first-hand experience and secondary sources to locate and investigate the geographical features of a range of places and environments, including their own locality and a contrasting area in the UK.
The past: study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day; use dates and vocabulary related to the passing of time; place events, people and changes within a broad chronological framework; use a range of sources of information.
5. **Curriculum progression (Early)** E2 explore how people's ways of life, including their own, change with location and time; E3 about the links between their locality and other places in the UK and beyond; E6 use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places.

Areas of learning: understanding physical development, health and wellbeing

1. **Essential knowledge** Learners will explore: how personal wellbeing depends upon high aspirations and the development of financial and enterprise capability.
2. **Key skills** Learners will: reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour; generate and implement ideas, plans and strategies, exploring alternatives; find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media.
3. **Cross-curricular studies** The activities will enhance children's understanding of physical development, health and wellbeing through making links to other areas of learning and to wider issues of interest and importance.
4. **Breadth of learning** – awareness of the adult world and raising their aspirations: come to recognise that there is a range of work that people do and a variety of ways in which people contribute to society; learn about where money comes from.

5. **Curriculum progression (Early)** E2 listen to, and show consideration for, other people's views; E3 identify and talk about their own and others' strengths and how to improve.

Economic Wellbeing E21 about the different types of work people do and about different places of work; E22 about where money comes from and the choices people make to spend money on things they need and want.

Teacher Notes

Unit 4 Activity 1 Hooray for the Holidays

Overview

In this activity students explore what people do on holidays, when they go and why.

Group Organisation

Most of the introduction is completed as a whole class, while the development can be completed mainly by pairs or individually. The plenary begins with a whole class activity but can be completed by individuals or pairs.

Suggested Timing

This activity could be completed in three to four lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Holiday** storyboard
- **Time to Play** storyboard
- **Lost Property** storyboard
- **I Visit Because** storyboard

Access to a whiteboard and projector

Sheet 4.1a *World Map*

Sheet 4.1b *Why Ski in the Alps?*

Sheet 4.1c *Why is Sunny Island Good for Holidays?*

Maps, atlases and globes (*optional*)

Tourist brochures and magazine articles about holiday destinations

Access to the internet

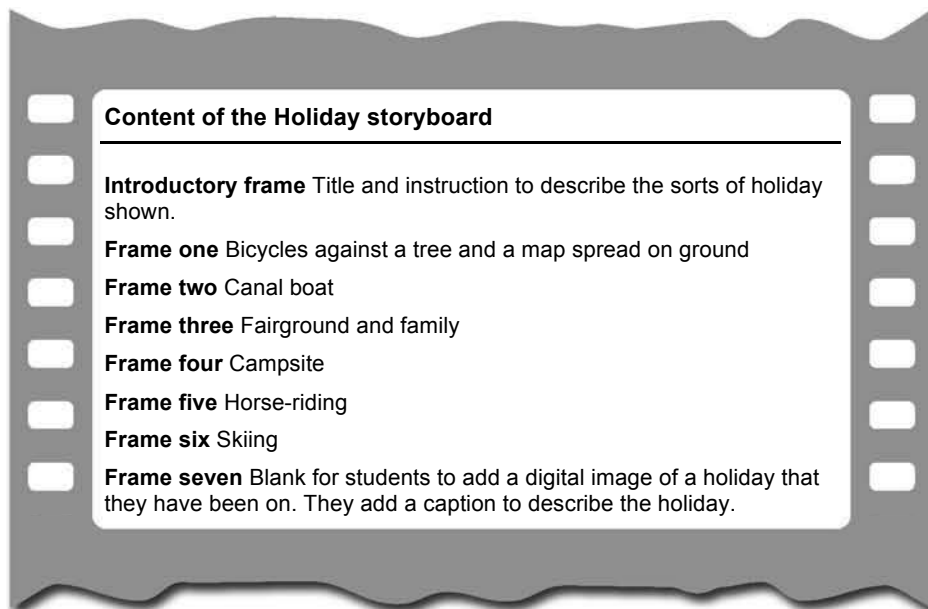
Key Words and Phrases holiday, tourism, tourist activity, brochure

Tasks

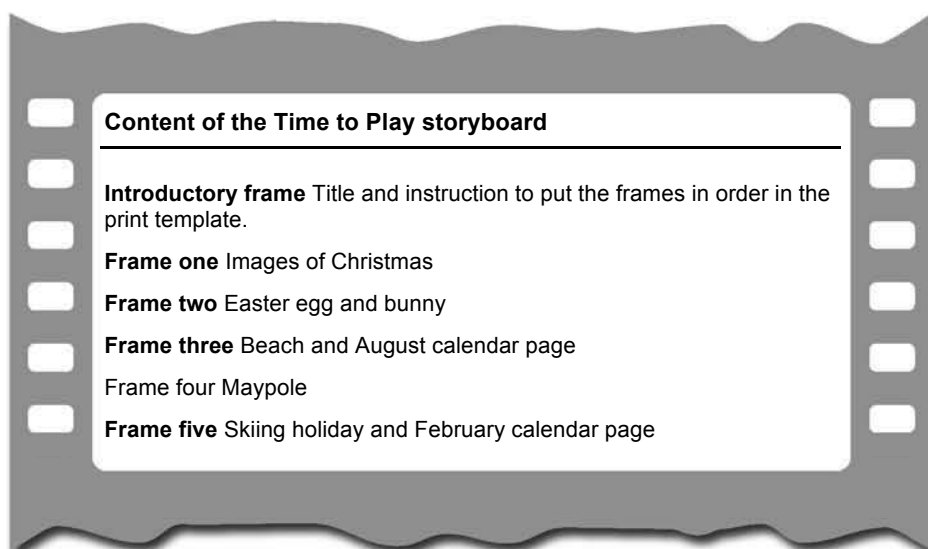
Introduction



1. Show students the **Holiday** storyboard. Ask them to list the different sorts of holiday shown.



2. Discuss favourite types of holiday and what the students like doing. Holiday destinations could be marked on Sheet 4.1a *World Map* and the sorts of activities in a list at the side. To support those who rarely go on holiday, talk about the pleasures of holidaying at home and the sorts of things we do with time off.
3. Talk a little about different holiday periods and how the number of public holidays has increased, along with paid days off work, as employment conditions have improved. Ask students to rearrange the frames in the **Time to Play** storyboard to put public holidays and main holiday periods in order.



4. Discuss what religious holidays roughly coincide with these images (for example, Christmas, Hanukkah and Diwali) and divide them into seasons.

Development



5. Ask students to open the **Lost Property** storyboard. Tell them that this bag was left on the ferry and to work out from the items inside what sort of person they are looking for so they can return the bag (male or female, age etc.). From the items inside, ask students to deduce what sort of holiday the person is going to have on Sunny Island. They can make notes in the caption window.

Content of the Lost Property storyboard

Introductory frame Title and instructions to write a description of the person to whom the bag belongs and to work out what sort of holiday he or she is expecting.

Frame one Image of open suitcase with a pair of trousers, a flat cap and sandals

Frame two Walking boots, map and compass

Frame three Swimming goggles and trunks

Frame four Binoculars and a bird book

Frame five Tennis racket

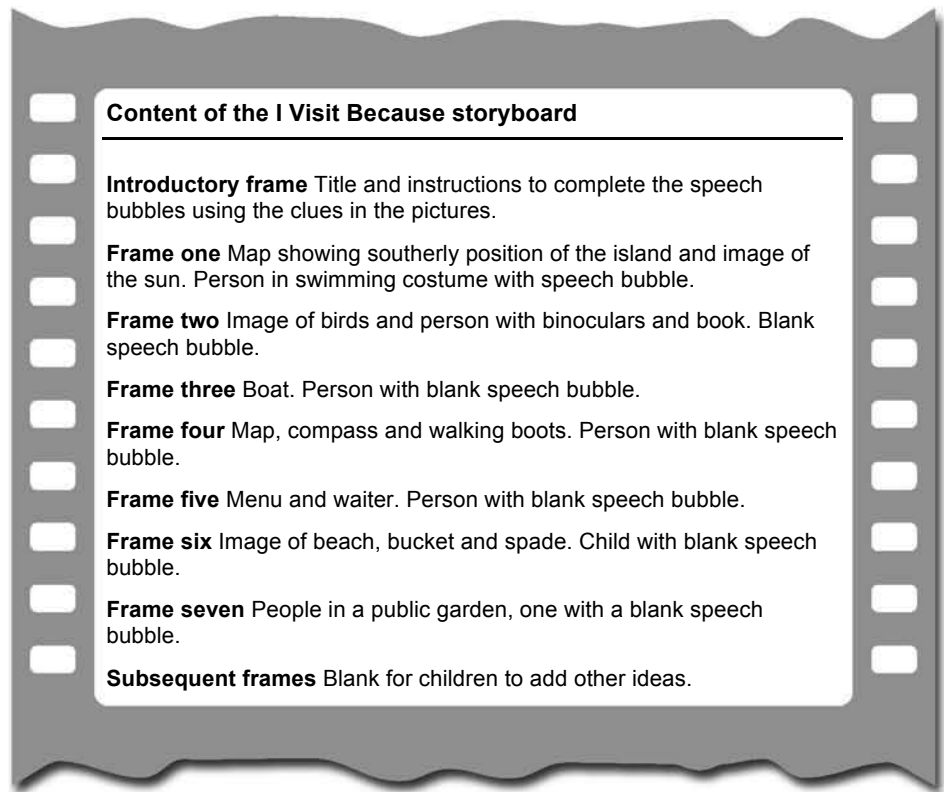
Frame six Question: 'What other things do you think this person might do on Sunny Island?' and advice to look at tourist brochures or research using the internet.

6. Look at websites for the Scilly Isles, along with tourist articles and brochures, and list the sorts of activities available to holidaymakers.

Plenary



7. Remind students that people holiday at different times of year for different purposes. Brainstorm why people visit the Alps in winter and what makes this location so good for winter sports.
8. Read Sheet 4.1b *Why Ski in the Alps?* with students, drawing out the main features of explanatory texts. Talk also about audience and purpose, for instance, you might read this if you were thinking of holidaying in the Alps.
9. Ask students to explain why Sunny Island and the Scilly Isles are popular as a holiday destination. They can gather ideas by completing the **I Visit Because** storyboard and then plan their writing using Sheet 4.1c *Why is Sunny Island Good for Holidays?*



10. Ask students to read their work to a partner and to suggest improvements.

**Extension/
Homework**

11. Students could use Kar2ouche to create a poster advertising a holiday on Sunny Island.

Student Notes

Unit 4 Activity 1 Hooray for the Holidays

Objectives

In this activity, you will:

- explore holidays – where and when people go, as well as what they do
- think about what makes Sunny Island a good place to go on holiday.

Outcomes

By the end of this activity you will have:

- listed different sorts of holiday
- found out about the activities for tourists on the Scilly Isles
- written an explanation of why Sunny Island is a good place to holiday.

Resources

- Sheet 4.1a *World Map*
- Sheet 4.1b *Why Ski in the Alps?*
- Sheet 4.1c *Why is Sunny Island Good for Holidays?*
- Maps, atlases and globes (*optional*)
- Tourist brochures and magazine articles
- Access to the internet

Tasks

Introduction

1. Look at the **Holiday** storyboard. List the sorts of holiday shown. You can write your ideas in the caption windows below the pictures.



to open the **Holiday** storyboard.

2. What do you like doing on holiday? Where have you and people in your class been on holiday? Create a map. Sometimes it's just as much fun staying at home. What do you do at home when you have time off?
3. When do we go on holiday? Why do we have time off at these times in the year? Look at the **Time to Play** storyboard for ideas.



to open the **Time to Play** storyboard.

4. List holidays and religious festivals in the different seasons: spring, summer, autumn and winter.

Student Notes

Development

5. Open the **Lost Property** storyboard.



to open the **Lost Property** storyboard.

6. What is the person like who owns the bag?
7. What will they do on their holiday?
8. Sunny Island is a bit like one of the Scilly Isles. Find out what things you can do on the Scilly Isles. Look at tourist brochures and websites.

Plenary

9. People holiday at different times of year for different reasons. Why do you think people visit the Alps in winter?
10. Read Sheet 4.1b *Why Ski in the Alps?* Think about how the writer has explained why the Alps are good for skiing.
11. Imagine someone was thinking of going to Sunny Island for their holiday. Explain to them why it is a good place to visit. Collect your ideas on the **I Visit Because** storyboard. Your teacher can then give you Sheet 4.1c *Why is Sunny Island Good for Holidays?* to plan your work.



to open the **I Visit Because** storyboard.

12. Read your work to a partner and ask this person to suggest how you might make it better.

Extension/Homework

13. Use Kar2ouche to create a poster advertising a holiday on Sunny Island.

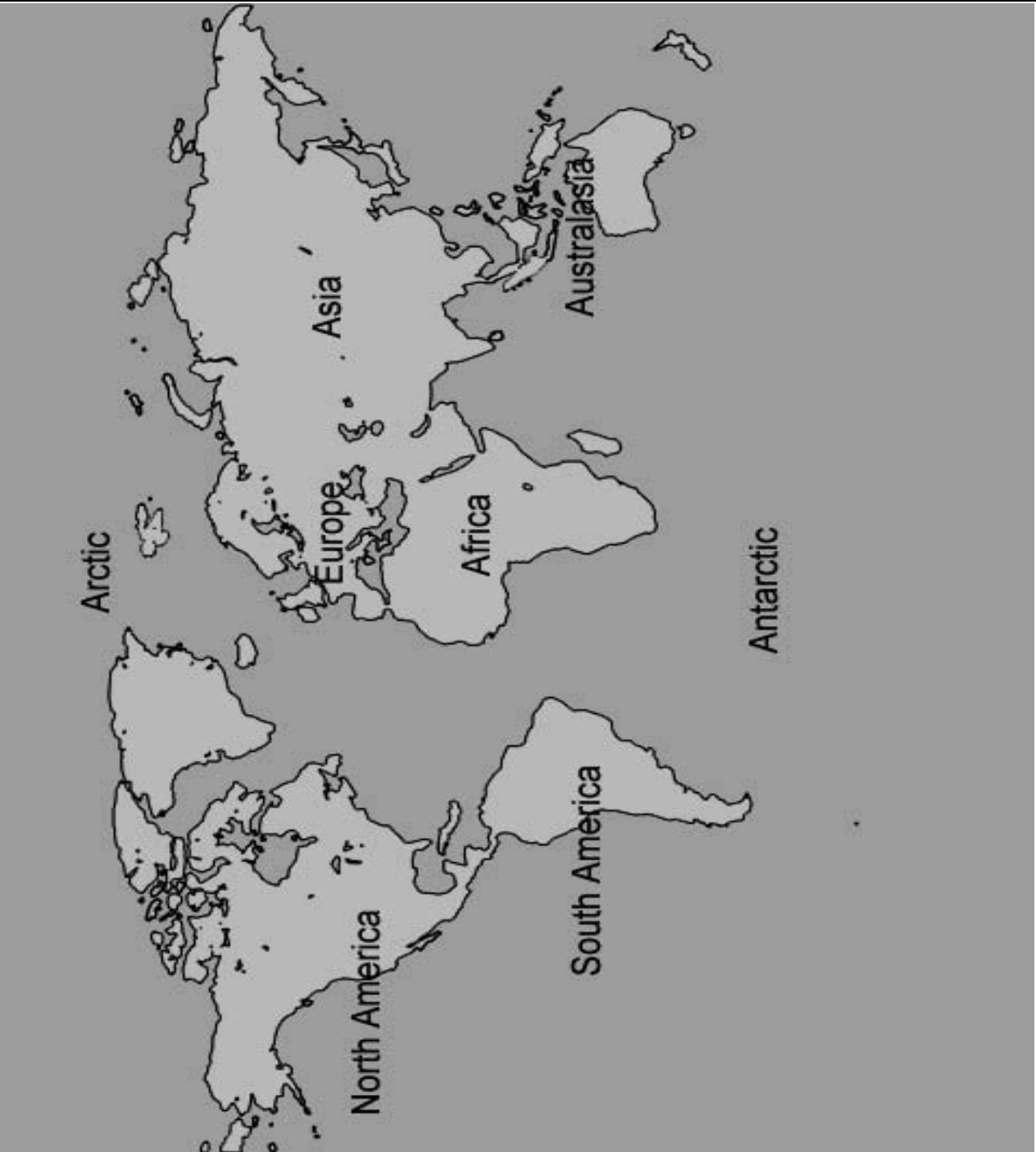


to open a **new** storyboard.

Sheet 4.1a

World Map

Activities	
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Sheet 4.1b

Why Ski in the Alps

Why Ski in the Alps?	Title – question showing what is to be explained.
Many people holiday in the Alps when they want to go skiing. They go to this mountain range for lots of reasons, including the weather, the location and the facilities.	Introduction saying what the writer will explain.
People who want to ski, go in the winter <u>because</u> then there is usually lots of snow. The Alps are quite far north, so in winter the weather is cold. <u>This means that</u> when snow falls it stays on the ground for a long time.	First paragraph giving the first reason and some detail. <u>Look at the use of words to show cause and effect.</u>
What's more, there are lots of steep hills in the Alps. You need slopes as well as snow to ski. Consequently, people go to the Alps to ski.	Next reason in a new paragraph.
<u>As a result</u> of the skiing, people have moved to the Alps to work and provide services for the holidaymakers. <u>Therefore</u> , people now go to the Alps <u>because</u> there are good hotels and restaurants, as well as good snow.	Another reason, building up the explanation.
You can therefore see how the weather, mountains and facilities encourage people who ski to visit the Alps. So, next time you want to ski, why not think about visiting these mountains?	Conclusion summarising the main points. Final direct appeal to the reader.

Sheet 4.1c

Why is Sunny Island Good for Holidays?

Start with an introduction explaining the topic:

I want to explain why ...

Now write a paragraph about each main reason:

There are many reasons why people like to holiday on Sunny Island. The most important reason is ...	Useful Words & Phrases because this means that as a result therefore in addition consequently what's more this makes since the upshot of this for that reason
Another reason it is visited is ...	
A further reason for its popularity with people is ...	

Finish with a conclusion summarising the main points and message.

Because ... You can see why ...
--

Now read through your work to make sure that:

- your ideas are explained clearly (will someone know why people visit?)
- your spelling and punctuation are as good as they can be (circle words you need to check).

Teacher Notes

Unit 4 Activity 2 Now and Then

Overview

In this activity students look at the history of Sunny Island and compare it with the history of the area where they live. They also look at the ways we can find out about local history.

Group Organisation

This activity begins and ends with whole class work, with individual or pair work in between.

Suggested Timing

This activity could be completed in one or two lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Grandma Remembers** storyboard
- **Sunny Timeline** storyboard

Access to a whiteboard and projector

Sheet 4.2 *A Brief History of Sunny Island*

Key Words and Phrases timeline, chronology, historical source, smuggler, pirate, kelping, BCE (Before the Common Era),

Tasks

Introduction

1. Explain that tourism is a fairly recent development, particularly amongst ordinary people who have to go out to work. Talk about why this might be (transport, money, employment legislation, introduction of public holidays).

Development



2. Read Sheet 4.2 *A Brief History of Sunny Island* and discuss a little about how life has changed for the islanders. Ask students to highlight words which they need to have explained. Before



giving a definition, you could ask them to try to work out the meaning from the context.

3. Discuss again how we find out about the past (verbal history, texts, artefacts, images) and then ask students to watch the **Grandma Remembers** storyboard. Remind students that Grandma's memories are of the most recent past and may vary in terms of reliability. She finds out about older times from books, the museum and may remember what her parents and grandparents told her.

Content of the Grandma Remembers storyboard

Introductory frame Title and instructions to listen and make a note of the main points.

Group one Grandma and Grandpa returning from a holiday in Spain with their grandchildren.

Group two Grandma remembers the opening of the hotel on the island and explains that tourism now makes the islanders more money than the flower industry.

Group three Grandma remembers camping on a neighbouring island with friends when she was younger and that was as far as she travelled until after she was married.

Group four Grandma recalls that she read that, before transport to the island was good, that islanders made money from kelping (from 17th century) and the women helped out by knitting.

Group five Grandpa says that his family ancestors used to build boats. Grandma reminds him about the smugglers who were in the family. Her family were fishermen.

Group six The grandparents tell the children that life was hard on Sunny Island before transport to the mainland became easier. The islands were hard to defend from pirates; the weather could be dangerous and stormy, so people found it hard to scratch a living.

Group seven The children ask where they can find out about the earlier history of the island. Grandma gives them some books and suggests a visit to the museum. Grandpa suggests visiting some monuments.

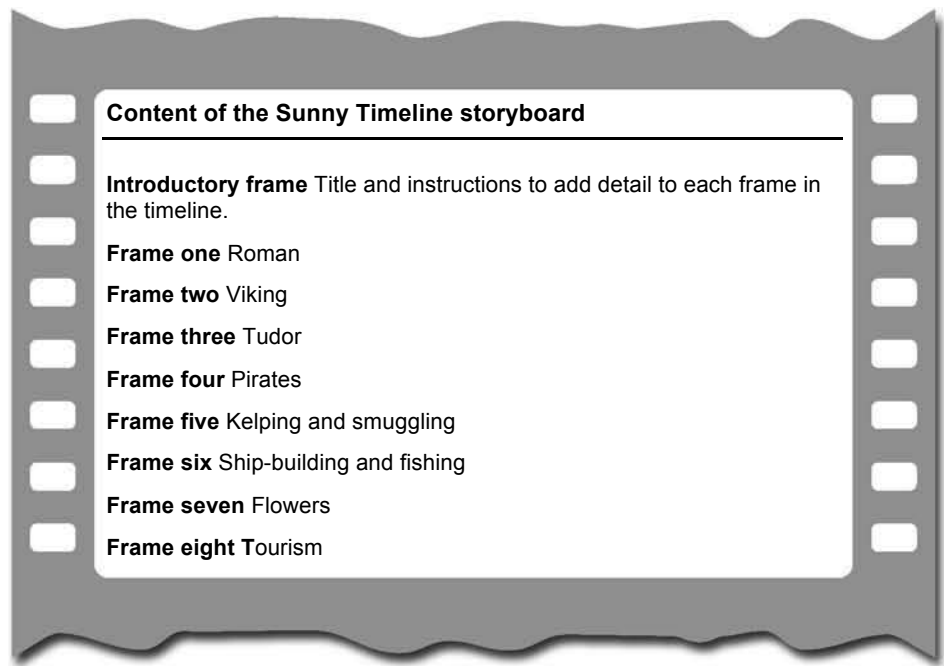
Group eight The children at the reconstruction of a Viking village.

Group nine The children looking at a castle that was built to defend the island from the Spanish and French.

Group ten The children looking at artefacts in the museum.



4. Using the information from the storyboard, ask students to create a brief history of Sunny Island as a timeline. They could use a **new** storyboard or fill in the details on the **Sunny Timeline** storyboard. They should find out a little bit more about each relevant period in the history of the British Isles or the industry mentioned.

**Plenary**

5. Summarise, by showing some of the storyboards, how the life of islanders changes over time and why (stress the importance of improvements in transport), as well as how the past is recorded.

**Extension/
Homework**

6. Ask students to find out about their local area. If they can take digital pictures or scan drawings, they can produce a Kar2ouche timeline.

Student Notes

Unit 4 Activity 2 Now and Then

Objectives

In this activity, you will:

- explore the history of Sunny Island
- research history in your local area.

Outcomes

By the end of this activity you will have:

- created a timeline for the history of Sunny Island.

Resources

- Sheet 4.2 *A Brief History of Sunny Island*

Tasks

Introduction

1. Ordinary working people didn't really go on holiday much until quite recently. Why do you think this is?

Development

2. Read Sheet 4.2 *A Brief History of Sunny Island*. List words that you do not understand. With a partner, try to work out the meaning from the sentence and paragraph the word is in. Check your understanding with your teacher.
3. How do you think life has changed over the years for the islanders?
4. How do we find out about the past? Watch the **Grandma Remembers** storyboard. How far back do you think Grandma can remember? How might Grandma know about things that happened before she was born?



to open the **Grandma Remembers** storyboard.

5. Make a timeline of the history of Sunny Island. Start with the earliest events and end with the most recent. You can use a new storyboard or fill in the details on the **Sunny Timeline** storyboard. Ask your teacher if you are unsure which one to use.



to open a **new** storyboard.



to open the **Sunny Timeline** storyboard.

6. Find out a little bit more about each event and add the details to your storyboard.

Plenary

7. How has the life of the islanders changed over time? Why?
8. How is history recorded?

Student Notes**Extension/Homework**

9. Find out about your local area. Start by talking to people who might remember interesting things. Next find books and, if you can, visit a local museum.
10. If you can, take digital pictures or scan drawings, and add these to a Kar2ouche timeline.



to open a **new** storyboard.

Sheet 4.2

A Brief History of Sunny Island



People have lived on Sunny Island since the Stone Age. It is believed this was as early as 3000 BCE. Until the early 20th century they lived on what they could get from the sea and the land. People still fish and farm today, but the main industry is tourism.



The Romans lived on Sunny Island for over 300 years from 45 AD. The Vikings also visited Sunny Island and it is believed that they built a small village in around 911.

In the Middle Ages a castle was built on the island. Edward II paid for it in 1324. The castle was to protect both the island and the mainland from foreign attack. King Edward gave the island some soldiers to defend the castle and for this the islanders paid him in puffins and fish.



During the reign of Queen Elizabeth I (1558 – 1603), Edward's castle was made stronger to protect England from the Spanish and French. Two ships from the Spanish Armada tried to land on the island but both were wrecked on the rocks during a storm.



In the 17th and 18th centuries some of the islanders made money by kelping. This involved collecting and burning seaweed for use in making glass. Some history books also say that many of the islanders made money from smuggling – trading goods from abroad without paying tax. They would help guide trading ships through the dangerous sea near the island for payment in brandy, lace, sugar, tobacco and other luxury goods.

Because of the many rocks around the island, and strong winds, many ships were wrecked nearby. The islanders salvaged what they could from these wrecks, but they were also known to be very brave trying to rescue the survivors.

In the 19th century many people on the island made their living building ships and farming. The island is especially known for its early potatoes.

By the 20th and 21st centuries the Sunny Islanders were able to make money by growing and selling flowers. They could do this because the weather is warmer than on the mainland. Improved transport to the island made it possible for people to visit for holidays. Consequently, tourism is now the most successful industry on the island.



Teacher Notes

Unit 4 Activity 3 Changes

Overview

In this activity students look at how holidays have changed in the past century.

Group Organisation

The activity begins with a whole group explanation and then individual homework, pairs listening to interviews or a class guest. The storyboards can be completed by pairs, who then come back to a whole class session to discuss findings.

Suggested Timing

This activity could be completed in one to two lessons of 40 minutes to one hour, plus homework.

Resources

Kar2ouche *On the Island*

- **Map** storyboard
- **I Remember A** storyboard (*optional*)
- **I Remember B** storyboard (*optional*)
- **Hundred Years of Holidays** storyboard

Access to a whiteboard and projector

Sheet 4.3a *Holidays in the Past*

Sheet 4.3b *Home or Away*

Key Words and Phrases compare, past, bathing costume, twentieth century, travel, environmental impact, benefits

Tasks

Introduction



1. Look again at the **Map** storyboard (or Sheet 1.1) and ask why the students think that people go to Sunny Island on holiday. They might mention that the island is south of the mainland, so likely to be warmer, and that there is sea all around and beaches.
2. Remind students that visitors have been holidaying on Sunny Island since the early 20th century and explain that in this activity you are going to look at how the holidays might have changed over the years.

Development



3. Ask students to interview a parent (adult) and grandparent (older adult) about holidays when they were young. They could use Sheet 4.3a *Holidays in the Past* to record their answers. If this is going to prove difficult, maybe you could invite a speaker into the school or visit a local home for elderly people. Alternatively, you can listen to the interviews in the **I Remember** audio storyboards.

Content of the I Remember (A and B) audio storyboards

Introductory frame Title and instructions to listen.

Subsequent frames Interviews with two people about holidays in the 1950s and 1960s.



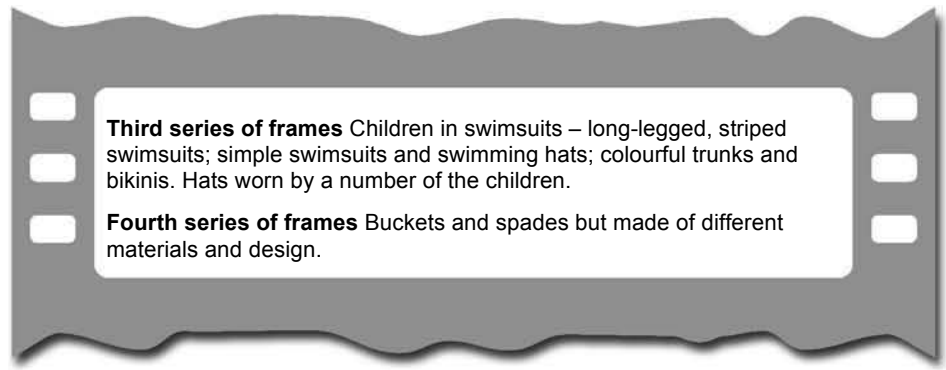
4. Ask students to compare the pictures in the **Hundred Years of Holidays** storyboard to say what holidays were like on Sunny Island 100 years ago, 50 years ago and more recently.

Content of the Hundred Years of Holidays storyboard

Introductory frame Title and instructions to look at the three pictures and say how they are different and also how they are the same.

First series of frames People choosing how to travel – time of boat; time of aeroplane and small boat; time of boat, aeroplane and boat; helicopter.

Second series of frames People on the beach – fully clothed, relatively covered, skimpy clothes.



Third series of frames Children in swimsuits – long-legged, striped swimsuits; simple swimsuits and swimming hats; colourful trunks and bikinis. Hats worn by a number of the children.

Fourth series of frames Buckets and spades but made of different materials and design.

Plenary

5. Talk about what things are the same and what things are different about holidays now and in the past. Might things change again as we become more aware of the impact of travel on the environment?

Extension/ Homework



6. Ask students to list all the benefits of holidays abroad and at home and then to write a summary sentence saying which they think is the best and why. They can record their ideas on Sheet 4.3b *Home or Away*.

Student Notes

Unit 4 Activity 3 Changes

Objectives

In this activity, you will:

- look at how holidays have changed over the last one hundred years
- consider the benefits of different holiday locations.

Outcomes

By the end of this activity you will have:

- listened to someone talk about holidays in the past
- compared images of holidays at different times
- listed the benefits of holidays abroad and at home.

Resources

- Sheet 4.3a *Holidays in the Past*
- Sheet 4.3b *Home or Away*

Tasks

Introduction

1. Look again at the map of Sunny Island. Why do you think people go there on holiday?
2. People have been going to Sunny Island for their holidays since the early 20th century. What sort of things do you think will have changed in a 100 years?

Development

3. Interview a parent or adult, and a grandparent or older adult, about the holidays they had when they were young. Your teacher might give you Sheet 4.3a *Holidays in the Past* to record the answers. You can also listen to the interviews in the **I Remember** audio storyboards.



to listen to the **I Remember A** storyboard.



to listen to the **I Remember B** storyboard.

4. Compare the pictures in the **Hundred Years of Holidays** storyboard and say what holidays were like on Sunny Island 100 years ago, 50 years ago and more recently.



to open the **Hundred Years of Holidays** storyboard.

Plenary

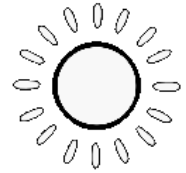
5. What things have stayed the same over the last 100 years? What things are similar? What things are different?
6. Might things change again as we find out the effects of our travel on the environment?

Extension/Homework

7. List the benefits of holidays in this country. List the benefits of holidays abroad. Write one or two sentences describing which holiday you think is best and why.

Sheet 4.3a

Holidays in the Past



Questions	Parent/Adult	Grandparent/Older Adult
1. Where did you go on holiday when you were young?		
2. How did you get there?		
3. How long did it take?		
4. When did you go? (Why then?)		
5. What main items of clothing did you take?		
6. What things did you take for play?		
7. How much pocket money did you have?		
8. What things did you do?		
9. Did you bring anything home? If so, what?		
10. Do you have any old photographs I could see? (Note main things that you can see.)		

Sheet 4.3b

Home or Away



Where is it best to go on holiday? Why? Think of all the benefits you can of taking a holiday in this country and then do the same for holidays abroad.

Holiday in this country - benefits	Holiday abroad - benefits

I think it is best to go on holiday in this country/abroad* because:

* delete one

Teacher Notes

Unit 4 Activity 4 My Visit

Overview

In this activity students analyse a recount text, work with you to model a different but similar account of a day out and then write their own recount text based on an imaginary trip to Sunny Island.

Group Organisation

This activity begins with an explanation and shared task before students work alone or in pairs. They collaborate in pairs to evaluate their written work.

Suggested Timing

This activity could be completed in two to three lessons of 40 minutes to one hour.

Resources

Kar2ouche *On the Island*

- **Sunny Islanders** storyboard
- **Nature Walk** storyboard
- **Timeline Plan** storyboard
- **Recount Writing Scaffold** storyboard

Access to a whiteboard and projector

Sheet 1.1 *Sunny Island Map*

Sheet 4.4a *I Will Visit ...*

Sheet 4.4b *Nature Walk*

Sheet 4.4c *My Trip to Sunny Island*

Sheet 4.4d *Recount Prompts*

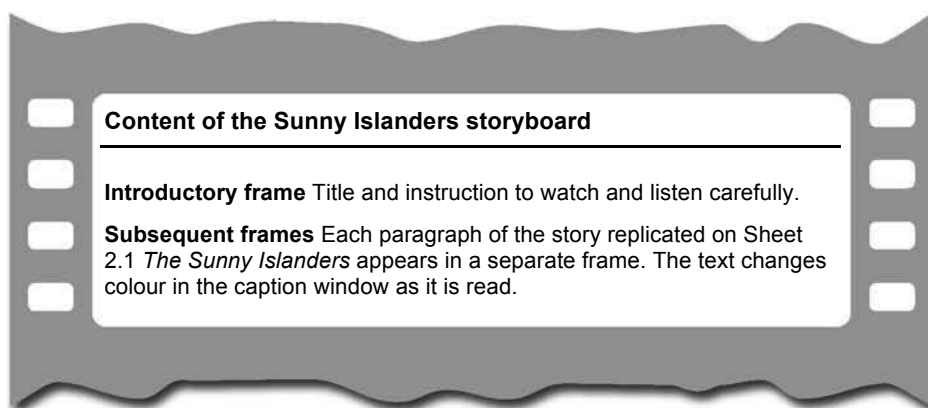
Key Words and Phrases recount, weather, connectives, figurative language, description, atmosphere, plan, structure, paragraph

Tasks

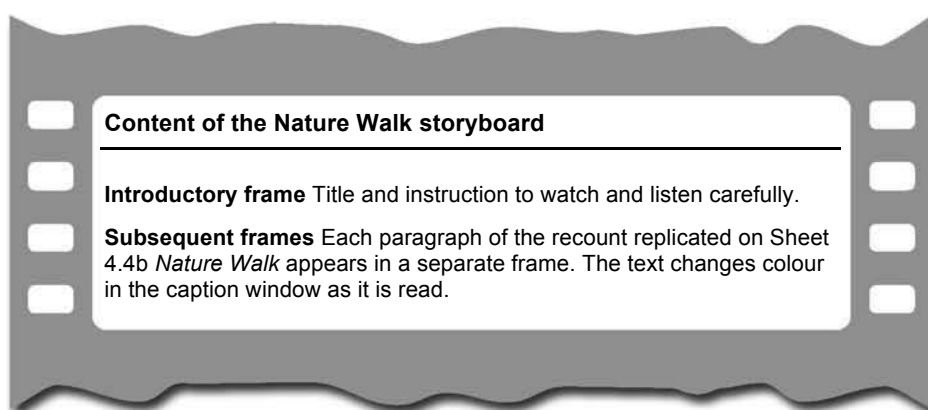
Introduction



1. Ask students what they think it would be like to visit Sunny Island and the sorts of things they might like to do there. Tell them that they are going to imagine staying with one of the families on the island and explain what they did.
2. Look again at the **Sunny Islanders** storyboard and ask students to note which family they would like to stay with and why.



3. Look also at Sheet 1.1 *Sunny Island Map* to see where the people live. Finally, ask students to think about when they might like to visit as the weather would influence what they could do. If necessary, they can record their ideas on Sheet 4.4a *I Will Visit ...*
4. Students can read Sheet 4.4b *Nature Walk* and/or watch the **Nature Walk** storyboard. Ask students to consider who the recount is written for and why, that is, it is written to retell events from the point of view of someone who was there for someone who wasn't, but who is potentially interested.



5. Draw attention to the text structure: setting the scene (who, what, where, when); chronological organisation; final comment. Look too at the main features of language: written in the first person; past tenses; connectives that indicate the passing of time; some use of figurative language to involve the reader and suggest the atmosphere.



6. If there is time, model the planning of another recount in which the students help you to create a timeline and notes for something that you did together. You could use the **Timeline Plan** storyboard to structure this on the whiteboard.

Content of the Timeline Plan storyboard

Single frame Title and 2D timeline with space for paragraph heading.
Text box for notes to right.

7. Write the first paragraph together.
8. Ask students to plan the recount for their imagined trip to Sunny Island. They can start with the **Timeline Plan** storyboard and then add more detail on Sheet 4.4c *My Trip to Sunny Island*.
9. Using their plans, students could write their recounts or complete the **Recount Writing Scaffold** storyboard.

Content of the Recount Writing Scaffold storyboard

Introductory frame Title and instructions to work step by step through the storyboard.

Subsequent frames Step-by-step instructions.

Final frame Advice on checking work and how it will appear on the screen.

Development



Plenary



10. Ask pairs of students to review each other's work using Sheet 4.4d *Recount Prompts*, which will help them focus on key points for evaluation.
11. Ask for volunteers to read out their work to the class.

Extension/ Homework

12. Students could keep a diary for a week focusing on using the recount structure and including interesting detail. At the end of the week, pairs of students could compare each other's entries.

Student Notes

Unit 4 Activity 4 My Visit

Objectives

In this activity, you will:

- imagine visiting Sunny Island.

Outcomes

By the end of this activity you will have:

- read and talked about a recount text
- planned a recount text with your class
- written an account of your imaginary trip to Sunny Island.

Resources

- Sheet 1.1 *Sunny Island Map*
- Sheet 4.4a *I Will Visit ...*
- Sheet 4.4b *Nature Walk*
- Sheet 4.4c *My Trip to Sunny Island*
- Sheet 4.4d *Recount Prompts*


Tasks

Introduction

1. What do you think it would be like to visit Sunny Island? What sorts of things could you do there?
2. Watch the **Sunny Islanders** storyboard. Who would you like to stay with and why?



to open the **Sunny Islanders** storyboard.

3. Where does this person or family live on the island? Check Sheet 1.1 *Sunny Island Map* if you're unsure. Think about when in the year you might visit and how this would change what you are able to do. Your teacher might give you Sheet 4.4a *I Will Visit ...* to record this information.
 4. Read Sheet 4.4b *Nature Walk* and/or watch the **Nature Walk** storyboard.
- 
- to open the **Nature Walk** storyboard.
5. Who is the recount written for? Why? Are there any words you don't understand? Can you work them out from what comes before and after?
 6. Look at how the recount is organised. What happens at the start? What happens in the middle? What happens at the end?
 7. What language has the writer used? Is it personal or impersonal? Is it written as if it is happening now or some time ago? What is described and how?

Student Notes

Development

8. Plan your description of your imagined trip to Sunny Island. You can start with the **Timeline Plan** storyboard and then add more detail on Sheet 4.4c *My Trip to Sunny Island*.



to open the **Timeline Plan** storyboard.

9. Write your recount or complete the **Recount Writing Scaffold** storyboard.



to open the **Recount Writing Scaffold** storyboard.

Plenary

10. Read another writer's work and tell them what changes you think they could make to improve it. Tell them which bits you like and why. You can use Sheet 4.4d *Recount Prompts* to help you.
11. When you are happy with your work, you could ask to read it to the class.

Extension/Homework

12. Keep a diary for a week using the recount structure. Don't forget to add interesting detail.
13. At the end of the week, compare what you have written with a partner.

Sheet 4.4a

I Will Visit ...



Which person or family will you visit?

Why did you choose this person or family?

Where do they live?

Describe what you think the place they live will be like. What can you see, hear and smell?

When will you visit? Why?

Describe the weather.

What sorts of things might you be able to do together?

Sheet 4.4b

Nature Walk



On Thursday morning our class went on a nature walk in the countryside outside our town. The weather was perfect, but because it had rained the day before we were told to bring our Wellington boots. The coach arrived at 9.30 and we piled on, excited at having a day away from school.



The journey only took about twenty minutes and we were met at the nature reserve by a smiling man in a green jacket and funny trousers. He explained that his name was Jim and that he was the warden. His job was to lead the walk and tell us about the things that we would see. He said we had to be quiet so that we didn't scare the wildlife. We also had to walk on the paths and not drop litter.

First we put on our boots and then we followed Jim to the pond. The path was sticky with mud so we were glad we had our boots on. We saw tufted ducks and swans, but my favourite was the grebe because it kept disappearing under the water looking for fish. We drew pictures and some people took photographs.

Next we went into something that looked like a big shed without a roof. Jim called it a hide. We were looking for birds in a reed bed. We had to be very quiet in the hide and look very carefully because the birds were hard to see and nervous. They were tiny and brown and moved quite quickly. Jim showed us a picture of them in a book which said they were reed warblers.



Afterwards we walked for a long time. As we walked, Jim pointed out the flowers that were growing wild. I knew some of the names, like buttercups and daisies, because they grow in our garden. I liked the little purple violets that hid in the grass and the long, spindly vetches.

We stopped for lunch in a wood where we looked for acorns and beech nuts in the dried leaves on the ground. It was cool and quite dark in the wood and some of us told each other creepy stories.

In the afternoon we went to a hut near where the coach was parked. It was a bit like a classroom. Jim showed us photos of some of the animals he had seen on the reserve. There was a fox with her cubs, some badgers and deer. I wished we had seen them. We did see lots of colourful butterflies though.

At about three o'clock we had to get on the coach to go back to school. I wanted to stay; it was so quiet and peaceful. I thought if I stayed I might see some of the animals. Jim promised we could come again and we said we would.

We got back to school just before the bell went and our parents came to collect us. It had been an excellent day and our parents could see how much we had enjoyed ourselves.



Sheet 4.4c

My Trip to Sunny Island

Setting the Scene Who? What? When? Where	
Word indicating when in the trip the first event happened:	
First Main Event	
Connective showing order of events:	
Second Main Event	
Connective showing order of events:	
Third Main Event	
Connective showing order of events:	
End of Trip	
Final Comment	

Sheet 4.4d

Recount Prompts

Work with a partner. Fill in the table by colouring the face that describes your partner's work.

😊 good – colour me green

😐 OK – colour me yellow

☹ needs work – colour me red

Organisation

Plan used to organise writing.	😊	😐	☹
First paragraph sets the scene (who, what, when, where).	😊	😐	☹
Paragraphs are organised in time order.	😊	😐	☹
Writing divided into paragraphs connected by words that show the passing of time.	😊	😐	☹
Contains interesting information.	😊	😐	☹

Language

Written in the past tense.	😊	😐	☹
Writing sounds informal and personal.	😊	😐	☹
Spelling is correct.	😊	😐	☹
Writing is clear and makes sense.	😊	😐	☹

The things that I like best:

The most important part to improve:

Appendix 1 Scripts

Unit 1

Unit 1 Activity 1 **Map**

Narrator	Map
Narrator	What can you say about the land and what you would see if you visited this island?
Narrator	What can you say about the lives of the people who live on the island?

Unit 1 Activity 2 **Mickletown** **Report**

Narrator	Mickletown Report
Narrator	Where I Live
Narrator	This is a description of Mickletown.
Narrator	It explains where you can find the village.
Narrator	It also explains the natural environment ...
Narrator	... and the man-made features to be found there.
Narrator	Location
Narrator	Mickletown is situated almost in the centre of England, ...
Narrator	... very close to Oxford.
Narrator	It is between London and Birmingham, ...
Narrator	... so a very long way from the sea.
Narrator	Some people think it is situated in the south-east of England, ...
Narrator	... others say it is in the Midlands.
Narrator	Natural Features
Narrator	The village of Mickletown is on the edge of a moor, ...
Narrator	... a huge area of flat wetland.
Narrator	It floods very easily in the winter, ...
Narrator	... but in the spring is covered in multi-coloured wildflowers.
Narrator	Even in the summer, ...
Narrator	... there are many large ponds that were filled by the earlier rain.
Narrator	Because it is windy on the moor, the trees tend to be small and bent.
Narrator	Man-made Features
Narrator	The land at the edge of the moor is very rich ...
Narrator	... and so there are lots of farms.
Narrator	These farms were built a long time ago ...
Narrator	... and the buildings are very old.
Narrator	Some of the barns and farm buildings are much newer.
Narrator	The farmers have planted hedges to divide their fields.
Narrator	Most of the small villages are built around a church ...
Narrator	... and some have a pub.
Narrator	The narrow roads link these villages, ...
Narrator	and tracks run off the roads to the farms.
Narrator	Mickletown is a typical small village ...
Narrator	... surrounded by beautiful countryside, ...
Narrator	but in the heart of a lively farming community.

Unit 1 Activity 2 **What is Sunny Island Like?**

Narrator
Narrator
Narrator
Narrator
Narrator
Narrator
Narrator
Narrator

What is Sunny Island Like?

Work through each frame. Complete the sentences as you go.

This is a report about ...

Sunny Island is ...

The natural landscape on Sunny island is ...

The people of Sunny Island ...

Overall, Sunny Island is ...

Click on the printing screen. Yellow tab.

Change the size of text boxes and pictures so that your work fits on the page and is easy to read.

Unit 1 Activity 3 **When Was That?**

Narrator
Narrator

When Was That?

Compare each pair of frames and explain which you think is the more modern. Say why you think this.

Unit 1 Activity 3 **Then and Now**

Narrator
Narrator
Narrator

Narrator

Then and Now

Write a caption under each picture describing what you can see.

Now click on the yellow printing screen tab and choose the six-picture template.

Arrange the pictures and captions in date order. Start with the earliest and end with the most recent.

Unit 1 Activity 3 **Finding Out**

Narrator
Narrator

Narrator

Finding Out

Look at the pictures in the following frames. Each shows a way that we can find out about things that happened in the past.

Write a caption under each picture describing the historical source.

Unit 2

Unit 2 Activity 1 **The Sunny Islanders**

Narrator
Narrator
Narrator
Narrator
Narrator

Narrator
Narrator
Narrator

Narrator
Narrator
Narrator
Narrator
Narrator
Narrator
Narrator
Narrator
Narrator
Narrator

The Sunny Islanders

Sunny Island is a very beautiful place, but very, very small.

It is about two kilometres wide and three kilometres long.

It is shaped a bit like a wiggly letter E with a tail and sea all around.

Nearly fifty people live on Sunny Island. Lots more people visit in the summer.

Mr and Mrs Coy and their family run the shop and post office.

Mrs Coy's sister, Jane, lives with them.

She helps in the shop and looks after the two Coy children, Colin and Mandy.

The Coy's shop sells almost everything.

Mr Coy's mother and father live next to the shop.

When things get busy, they help out.

Old Billy takes the children to school in his boat.

When he's not taking the children to school, he's a fisherman.

And when he's not fishing, he's with Alice, his wife.

Miss Shah runs the small hotel, ...

... so she is very busy in the summer.

Miss Shah's two nephews live with her.

They sometimes help Old Billy when he goes out fishing.

They also tidy the hotel garden.

Narrator The Appleby family is very large.
Narrator Mr and Mrs Appleby have six children.
Narrator They run a market garden.
Narrator This is a bit like a farm, but they grow mostly vegetables and flowers.
Narrator The farm is owned by the Green family.
Narrator Mr and Mrs Green are quite old, ...
Narrator ... but they are helped on the farm by their son and his wife ...
Narrator as well as their three grandchildren.
Narrator Annie is an artist ...
Narrator ... and Jeremy is a writer.
Narrator They moved to the island last year ...
Narrator ... with their son, Tom, ...
Narrator who plays the guitar and sings.
Narrator They all love living on Sunny Island.
Narrator Mrs Jones teaches piano ...
Narrator ... and Mr Jones is retired.
Narrator He was a captain in the navy.
Narrator Sometimes their daughter comes to stay with her two children and dog.
Narrator When they visit, the house is very crowded.
Narrator Mr Barnaby is an actor.
Narrator Mrs Watt is his housekeeper ...
Narrator ... and Mr Watt is his gardener.
Narrator Mr Barnaby likes sailing with his two children.
Narrator Mr Barnaby's house is close to the café and bicycle repair shop.
Narrator Amy Winston runs both with the help of her cat.
Narrator Amy's friends, Bill and Barbara, live next door.
Narrator They have two children.
Narrator Barbara's parents are the Greens, who run the farm.
Narrator Bill and Barbara grow herbs and make jams.
Narrator Sid is a builder.
Narrator He lives with his son, Jason, ...
Narrator ... who paints and decorates the houses on the island.
Narrator Sid's daughter, Ruby, is still at school.
Narrator In the summer Jason and Ruby take holidaymakers on walks around the island.
Narrator Ruby also helps out in the cafe.
Narrator Finally, ...
Narrator ... all alone on Eastern Rock,
Narrator there's Mr Crabb the lighthouse keeper.
Narrator Every day he cleans the light that protects ships from the rocks.

Unit 2 Activity 1

What Do You Know About the Islanders?

Narrator	What Do You Know About the Islanders?
Amy	I'm Amy Winston. I run the café and which other service on the island?
Amy	The bicycle repair shop?
Amy	The dentist's surgery?
Amy	The hotel?
Amy	That's right I repair bicycles.
Amy	No, there isn't a dentist on the island; have another go.
Amy	No, Miss Shah runs the hotel. Try again.
Amy	What animal do I own?
Amy	A dog?
Amy	A cat?
Amy	Rabbits?
Amy	That's right, I have a cat. He's called Mr Boots.
Amy	No, I don't have a dog. Try again.
Amy	No, I like rabbits, but I don't keep any. Have another go.
Mr Crabb	Why do I live on Eastern Rock?
Mr Crabb	Because noone likes me?
Mr Crabb	Because I look after the lighthouse?
Mr Crabb	Because I'm a fisherman?
Mr Crabb	People like me all right; I do an important job. Try again.
Mr Crabb	I do fish, but that's not the way I make my living. Guess again.
Mr Crabb	That's right, I'm the lighthouse keeper and help look after the boats that pass this island.
Mrs Appleby	How many children in the large Appleby family?
Mrs Appleby	Six?
Mrs Appleby	Eight?
Mrs Appleby	Four?
Mrs Appleby	That's right, six children, who all help me with the vegetable growing.
Mrs Appleby	Not quite that many. Have another go.
Mrs Appleby	No – more than this. Try again.
Mr Coy	I run the shop and post office. What is my name?
Mr Coy	Green?
Mr Coy	Coy?
Mr Coy	Jones?
Mr Coy	No, the Greens are farmers. Guess again.
Mr Coy	Well remembered. That's right. I'm Mr Coy.
Mr Coy	No, not Jones. Mr Jones is a retired sea captain. Try again.
Old Billy	I'm Old Billy. How do I help the children on the island?
Old Billy	I take them to school in my boat?
Old Billy	I give them fruit from my garden?
Old Billy	I'm a teacher?
Old Billy	Excellent, that's correct. I take them across to school in my boat.
Old Billy	No, I'm not much of a gardener! Have another go.
Old Billy	The only thing I could teach them to do is fish. Not a lot of use. Have another go.
Annie	I'm Annie and I moved here with my husband, Jeremy, and my son, Tom, last year. Jeremy is a writer. What do I do?
Annie	I'm an artist and paint pictures?
Annie	I'm a baker and bake bread?
Annie	I'm a teacher and run the island school?
Annie	That's right, I'm an artist. Well remembered.
Annie	No, I don't bake bread. Have another try.

Annie	There isn't a school on the island. Choose a different answer.
Sid	I have two children, Jason and Ruby, but what is my name?
Sid	Cyril?
Sid	Sid?
Sid	Arthur?
Sid	That's right, I'm Sid. Pleased to meet you.
Sid	No, right sort of sound, but I'm not Cyril. Try again.
Sid	No, not sure there is an Arthur on the island. Have another go.
Narrator	So now you know something about the Sunny Islanders. Make up your own questions. Test a partner to see how much they remember.

Unit 2 Activity 2

Jobs

Narrator	Jobs
Narrator	What jobs are needed on the island?
Narrator	Work through the storyboard following the instructions.
Narrator	Click on the printing tab to see your advert.

Unit 2 Activity 3

Bicycle Repair

Narrator	Bicycle Repair
Amy	Hi, Colin! How are you? What can I do to help?
Colin	The tyres on my bike keep going down. I keep pumping them up, but they're flat again in minutes.
Amy	Oh dear. Let me have a look. Hmm, there seem to be holes in both of them.
Colin	<i>(Mumbling)</i> I bet it's that boy again.
Amy	What was that?
Colin	Nothing.
Amy	No, come on, you said something. What do you think's going on?
Colin	It's OK. I'll sort it out myself. I've already started. He won't get away with it.
Amy	Look, don't do anything silly.
Colin	It's not silly; it's revenge!
Amy	What is?
Colin	Nothing – but I'll get them all, that family all stick together. The girls are as bad.
Amy	Now Colin, you haven't had anything to do with the vandalism up at the Greens' Farm have you?
Colin	I don't know what you mean.
Amy	In fact, is that paint on your jumper?
Colin	Where? Leave me alone.
Amy	Oh dear, Colin. I don't think anyone made holes in your tyres. I think it might be the new gravel by the post office. It's quite sharp, you know, and there are bits of stone stuck in your wheels.
Colin	Oh.
Amy	So, what have you done?
Colin	I've been silly. I'm going to be in so much trouble.
Amy	I think you'd better talk to your mum and dad and decide what you should do.
Colin	They're going to be so angry.
Amy	Just explain. I'm sure they'll listen and help you sort it out. That's what families do.

Unit 2 Activity 3 Talking with Mum

Narrator	Talking with Mum
Narrator	Fill in Colin's speech bubbles and finish the storyboard.
Narrator	If you have time, record Colin's lines.
Mrs Coy	Well, Colin, what have you got to tell me?
Mrs Coy	Why did you do that?
Mrs Coy	How do you think the Greens felt when they saw what you had done?
Mrs Coy	What do you think you should do now?

Unit 2 Activity 3 Talking with Dad

Narrator	Talking with Dad
Narrator	Fill in Colin's speech bubbles and finish the storyboard.
Narrator	If you have time, record Colin's lines.
Mr Coy	Well, Colin, you really have disappointed me this time. What have you got to say for yourself?
Mr Coy	Why did you write on the barn wall?
Mr Coy	How do you think the Greens feel?
Mr Coy	Well now you need to make things better. How are you going to do that?

Unit 3

Unit 3 Activity 1 Too Late for School

Narrator	Too Late for School
Narrator	Monday mornings are always hectic at the Applebys' house. Mum gets up early to pack the vegetables for the hotel on the next island. Dad helps the children get ready for school and feeds the baby.
Narrator	Sunny Island is too small to have a school of its own, so the children catch the boat.
Narrator	Old Billy takes the children to primary school and fetches them back every day. He also takes the Appleby vegetables to the hotel.
Narrator	Every Monday morning a boat collects the older children to go to the secondary school, which is further away on Far Island. They stay at school all week.
Narrator	Susan Appleby goes to secondary school with her friends, Tom, Ruby and Mary. It's quite an adventure and makes them feel very grown up.
Narrator	[What would it be like staying at school all week?]
Narrator	This particular Monday morning Charlie Appleby was getting in everyone's way. He drifted sulkily about the kitchen, watching his brothers and sisters being busy. He didn't seem to be busy himself.
Narrator	Mum asked,
Mrs Appleby	'What's wrong?'
Narrator	When he mumbled something she couldn't quite hear, she told him to go and get ready for school.
Narrator	He went and stood by Dad.
Narrator	Dad asked him to fetch the baby's food. So he wandered off, but forgot to get it.
Narrator	Charlie tried to talk to Freddy, who was just coming in from watering his plants. But Freddy said,
Freddy	'Can't stop; got to go and get my school bag.'
Narrator	Charlie sighed.
Narrator	Jamie was dashing around.
Narrator	He was excited because he liked to walk to the boat with his brothers and sisters. He is too young for school.
Narrator	He bumped into Charlie and then burst into tears. Dad blamed Charlie. It wasn't fair, no one had time for him.

Narrator Susan noticed he looked sad, but had stopped listening by the time he was ready to tell her why. You would think having a large family would be helpful when you want to talk, but they were all far too rushed.

Narrator **[What do you think is wrong with Charlie?]**

Narrator Feeling neglected, Charlie wandered out into the yard.

Narrator Soon it was time to leave for the boat. But where was Charlie? No-one could say who had seen him last or where he had gone.

Mr Appleby 'He's so thoughtless,'

Narrator complained Dad.

Narrator Susan was impatient to leave. The boat might go without her, so she set off alone.

Narrator Freddy and Fiona were worried. They wondered what had happened to Charlie, but they also needed to get to school. Dad said,

Mr Appleby 'You go along. We'll catch up when we find Charlie.'

Narrator As she went down the path, Fiona kept looking behind her, hoping that Charlie would be following.

Narrator As it was, when they got to the quay all the other children were waiting for them and they had to run.

Freddy 'We can't find Charlie,'

Narrator Freddy explained to Old Billy.

Old Billy 'Well I can't help that,'

Narrator Billy said,

Old Billy 'We've got to go. If we can find him later, I'll bring him over with your ma's vegetables.'

Narrator Back at the Appleby's Mum and Dad called Charlie's name. Where was he?

Mrs Appleby 'Charlie!'

Mr Appleby 'Charlie!'

Narrator Dad took the little ones back into the house.

Narrator Mum went to look for Charlie. She checked the garden and the pig sty. She checked the shed and the garage. She even checked the chicken huts, but he was nowhere to be found. She sighed,

Mrs Appleby 'Where is that boy?'

Narrator At the house she heard a quiet sobbing near the back door. There was Charlie, sitting by the rain butt.

Mrs Appleby 'What's up love?'

Narrator Mum asked softly.

Narrator Charlie sobbed some more.

Narrator When he'd got his breath, he cried,

Charlie 'They call me Fatty ... and Belly Boy ... and they throw food at me in the playground.'

Mrs Appleby 'There, there, love,'

Narrator Mum said.

Mrs Appleby 'Come into the kitchen and tell me who you mean.'

Narrator Dad was already making a cup of tea. They sat at the table and chatted.

Narrator Poor Charlie.

Narrator **[What happens next?]**

Unit 3 Activity 1 I Wish

Narrator	I Wish
Narrator	Fill in the thought bubbles for each member of Charlie's family.
Charlie	I'm sorry I worried you all. I should have ...

Unit 3 Activity 2 Next Steps

Narrator	Next Steps
Narrator	Complete the speech bubbles in the following frames.
Head teacher	What has been going on with Charlie?
Head teacher	How do you think Charlie feels when you do this?
Head teacher	What do you think you should do now?
Head teacher	Do you think Charlie will be OK now?

Unit 3 Activity 2 Thoughtless

Narrator	Thoughtless
Narrator	How do the children feel?
Narrator	What might the children do next time they see Charlie?
Head teacher	Charlie was very upset when you called him Fatty. He hid so he didn't have to come to school and face you all.
Head teacher	How does that make you feel?
Head teacher	His parents, brothers and sisters are upset and worried too!
Head teacher	What do you think would make Charlie feel better?
Head teacher	Who's going to talk to him?

Unit 3 Activity 3 Travel

Narrator	Travel
Narrator	Watch the storyboard and make a list of all the forms of transport you see. Divide the list into two columns: one for mainland travel and one for island travel. You might need to write some in both columns.
Mr Barnaby	Hurry up, kids! The taxi will be here in a minute.
Mr Barnaby	Hope the traffic isn't too bad today.
Mr Barnaby	It might have been better to take the tube.
Mr Barnaby	Hmm, don't want to waste any time – we've only got the weekend before we have to come back. Should we take the helicopter to Sunny Island or the plane and boat?
Mr Barnaby	Oh darn. I knew we should have chosen the helicopter. We've missed the boat and have a two hour wait for the next one. It's Friday so we'll travel back with all the children! Oh well we might as well have some tea.
Mr Barnaby	Can we give you a lift?
Mrs Appleby	Thanks for the offer, but no thanks, we're used to walking.
Niamh	Hi Bridget. Hello Mr Green.
Robin	Hello Colin. Fixed your tyres I see!

Unit 3 Activity 3 Different Lives

Narrator	Different Lives
Narrator	Complete the sentences summarising the difference between transport on the mainland and on the island.
Narrator	The transport on the mainland is ...
Narrator	The transport on the island is ...
Narrator	There is ... transport on the island because ...
Narrator	An islander visiting the mainland might find the traffic ...

Unit 3 Activity 3 Road Safety

Narrator	Road Safety
Narrator	Fill in the speech bubbles explaining how to cross the road safely. Record yourself giving the instructions.

Unit 4

Unit 4 Activity 1 **Holiday**

Narrator
Narrator
Narrator

Holiday

Describe the sort of holiday shown in each of the following frames.

Use this frame to describe a holiday you've been on. You might even want to add a digital photo.

Unit 4 Activity 1 **Time to Play**

Narrator
Narrator

Narrator
Narrator
Narrator
Narrator
Narrator
Narrator

Time to Play

Put the frames in order by dragging the thumbnails into frames on the print template.

Click on the yellow tab to go to the printing screen.

Christmas

Easter

August bank holiday

May Day

Skiing

Unit 4 Activity 1 **Lost Property**

Narrator
Narrator
Narrator
Narrator

Narrator

Lost Property

Write a description of the person who owns this bag.

What sort of holiday do you think they were expecting?

What other things do you think this person might be able to do on Sunny Island?

You can find out about the available activities from the internet and tourist brochures.

Unit 4 Activity 1 **Visit Because ...**

Narrator
Narrator
Narrator

I Visit Because ...

Fill in the speech bubbles using the clues in the pictures.

Add your own ideas in the blank frames.

Unit 4 Activity 2 **Grandma** **Remembers**

Narrator
Narrator
Narrator
Grandma

Vicky
Grandma
Grandma
Grandma

Vicky
Grandma
Grandma
Grandma
Grandma
Vicky

Grandma

Vicky
Grandma

Grandma Remembers

Listen to what Grandma has to say and try to remember the main points.

You might want to make some notes to help you remember.

That was a lovely holiday. Spain is just so warm, and the people were really friendly. When I was a girl, you just didn't fly anywhere.

People come on holiday here, don't they?

I remember the hotel opening here.

That was exciting; it meant we got to meet new people from the mainland.

Tourism is so important on all the islands now. It makes us more money than even the flower fields.

If you didn't fly anywhere, Grandma, where did you go on holiday?

When I was a teenager, we used to go camping on Far Island.

It seemed like such an adventure.

I hadn't ever been off the islands until I married your grandpa.

We went to the mainland for our honeymoon.

Someone told me that people haven't always holidayed here and that people used to be very poor.

Back in the old days, very few people visited the islands because it was difficult to get here.

What did people do to make money then?

Well, kelping was popular and some of the women knitted.

Vicky	What's kelping?
Grandma	Collecting seaweed – we've got lots of that – they used it in glass-making, I think.
Vicky	When was that?
Grandma	Well, I think I've read that it started in the seventeenth century.
Tim	That's 1600 and something, isn't it?
Grandma	That's right.
Grandpa	... and I've been told that my family were boat-builders – good ones too.
Grandpa	Smugglers more like – hah, that's where they got their money, if the truth be told.
Grandpa	Well maybe there is some rumour of that, but more recently they were ship-builders!
Vicky	Cool – What did your family do, Grandma?
Grandma	Fishermen, I think. Just fish for the islanders.
Grandpa	Yes, life was hard here in the past. Getting around, and to the mainland was difficult, so not much trade.
Grandma	Pirates were a danger too – a good stopping-off place on their journeys – not nice people, pirates.
Grandpa	The stormy weather didn't help either – crops and homes could be destroyed by one freak storm! We have better defences now!
Vicky	You know so much. Where can we find out more about the island's past?
Grandma	Well, I've got some books.
Grandpa	And you could visit the monuments.
Grandma	Hmm – why don't you visit the museum too?
Tim	Wow, did they really use to live in places like this? I can almost imagine it.
Vicky	I didn't realise that the Spanish and French used to be our enemies.
Tim	Haven't you heard about Queen Elizabeth I, Sir Francis Drake and the Spanish Armada?
Vicky	Look at this, Tim, a Roman coin. Golly!

Unit 4 Activity 2

Sunny Timeline

Narrator	Sunny Timeline
Narrator	Add some information to each frame saying a little about who visited the island throughout history and what they and the locals did.
	Roman
	Viking
	Tudor
	Pirates
	Kelping and smuggling
	Ship-building and fishing
	Flowers
	Tourism

Unit 4 Activity 3

I Remember

Narrator	I Remember
Interviewer	Where did you go on holiday when you were young?
Interviewer	How did you get there?
Interviewer	How long did it take?
Interviewer	When did you go?
Interviewer	Why then?
Interviewer	What main items of clothing did you take?
Interviewer	What things did you take for play?

Interviewer How much pocket money did you have?
 Interviewer What things did you do?
 Interviewer Did you bring anything home from the holiday?
 Interviewer What is your best holiday memory?
 Interviewer What is your worst holiday memory?

Unit 4 Activity 3 **Hundred Years** **of Holidays**

Narrator **Hundred Years of Holidays**
 Narrator Look at the three pictures in each group.
 Narrator How are they different?
 Narrator How are they the same?

Unit 4 Activity 4 **Nature Walk**

Elodie **Nature Walk**
 Elodie On Thursday morning our class went on a nature walk in the countryside outside our town.
 Elodie The weather was perfect, but because it had rained the day before we were told to bring our Wellington boots.
 Elodie The coach arrived at 9.30 and we piled on, excited at having a day away from school.
 Elodie The journey only took about twenty minutes and we were met at the nature reserve by a smiling man in a green jacket and funny trousers.
 Elodie He explained that his name was Jim and that he was the warden. His job was to lead the walk and tell us about the things that we would see.
 Elodie He said we had to be quiet so that we didn't scare the wildlife.
 Elodie We also had to walk on the paths and not drop litter.
 Elodie First we put on our boots and then we followed Jim to the pond.
 Elodie The path was sticky with mud so we were glad we had our boots on.
 Elodie We saw tufted ducks and swans, but my favourite was the grebe because it kept disappearing under the water looking for fish.
 Elodie We drew pictures and some people took photographs.
 Elodie Next we went into something that looked like a big shed without a roof. Jim called it a hide.
 Elodie We were looking for birds in a reed bed.
 Elodie We had to be very quiet in the hide and look very carefully because the birds were hard to see and nervous.
 Elodie They were tiny and brown and moved quite quickly.
 Elodie Jim showed us a picture of them in a book which said they were reed warblers.
 Elodie Afterwards we walked for a long time.
 Elodie As we walked, Jim pointed out the flowers that were growing wild.
 Elodie I knew some of the names, like buttercups and daisies, because they grow in our garden.
 Elodie I liked the little purple violets that hid in the grass and the long, spindly vetches.
 Elodie We stopped for lunch in a wood where we looked for acorns and beech nuts in the dried leaves on the ground.
 Elodie It was cool and quite dark in the wood and some of us told each other creepy stories.
 Elodie In the afternoon we went to a hut near where the coach was parked.
 Elodie It was a bit like a classroom.
 Elodie Jim showed us photos of some of the animals he had seen on the reserve.
 Elodie There was a fox with her cubs, some badgers and deer.
 Elodie I wished we had seen them.

Elodie We did see lots of colourful butterflies though.

Elodie At about three o'clock we had to get on the coach to go back to school.

Elodie I wanted to stay; it was so quiet and peaceful.

Elodie I thought if I stayed I might see some of the animals.

Elodie Jim promised we could come again and we said we would.

Elodie We got back to school just before the bell went and our parents came to collect us.

Elodie It had been an excellent day and our parents could see how much we had enjoyed ourselves.

Appendix 2 Useful Resources

Books

Resources on the Scilly Isles and Tourism

Bowley, R L (2004) *The Fortunate Islands: The Story of the Isles of Scilly*, Bowley Publications Ltd

Dillon, P (2009) *Walking in the Isles of Scilly*, Cicerone

Ross, S (2008) *Start-up History: Seaside Holidays*, Evans Brothers Ltd

Spilsbury, L and R (2002) *What it was Like in the Past? At the Seaside*, Heinemann

Ordnance Survey (2008) *Isles of Scilly*, Explorer Map

Stories

Hughes, S (1976) *Lucy and Tom at the Seaside*, Puffin

Hedderwick, M (1995) *Katie Morag's Island Stories*, Red Fox

Teaching

Claxton, G (2002) *Building Learning Power*, TLO

Buckton, C and Sanderson, A (2000) *Models for Writing*, Ginn

Lewis, M and Wray, D (1998) *Writing Across the Curriculum*, University of Reading

Palmer, S (2002) *How to Teach Writing Across the Curriculum*, David Fulton Publishers

Internet

Simply Scilly

www.simplyscilly.co.uk

Contains sections giving information about the islands, activities and events, travel and accommodation. There is also a frequently asked questions section.

Scilly OnLine

<http://www.scillyonline.co.uk/>

Isles of Scilly holiday information, accommodation, things to do, travel and other local information about the islands.






Isles of Scilly




<http://www.cornwall-online.co.uk/islesofscilly/Welcome.html>



Information on each of the inhabited islands.




Scilly Webcam	http://www.zyworld.com/seadog572/home.htm The author of the site describes this as a window to the islands. Links to webcams on the main islands and a source of images depicting island life.
Council of the Isles of Scilly	http://www.scilly.gov.uk/ A good place to research resources and services on the islands.
The Scilly Isles, Off Cornwall, England	http://www.cornishlight.co.uk/scilly-isles.htm Good general description of the islands.
Scilly Isles Could Have to be Abandoned	http://www.telegraph.co.uk/news/uknews/5024580/Scilly-Isles-could-have-to-be-abandoned-because-of-global-warming.html Article from the <i>Daily Telegraph</i> on the dangers of global warming to these islands.
Isles of Scilly Wildlife Trust	http://www.ios-wildlifetrust.org.uk/ Good on the natural environment.
IOS Museum	http://www.iosmuseum.org/ Sections on family history, archaeology, exhibitions and projects.
Scilly Little Changes	http://www.scillyholiday.co.uk/ Although a holiday guide, this site has a good range of images.
How I Found Heaven in Hell Bay	http://www.guardian.co.uk/travel/2009/mar/29/scilly-isles-holiday-isolation Article from <i>The Guardian</i> reviewing a holiday on the Scilly Isles.
Map of the Scillies in 1874	http://cornovia.org.uk/maps/bartholomew02.html This one speaks for itself.
Hidden Europe	http://www.hiddeneurope.co.uk/gallery2embedded.php?g2_itemId=143 Good source of images.
Weather Forecasts	http://www.weather-forecast.com/locations/TheScillyIsles Current weather, webcam, six-day forecast, photo gallery and weather map.
Smuggling in Mounts Bay, Cornwall, and the Scilly Isles	http://www.smuggling.co.uk/gazetteer_sw_11.html A guide to places with a history of smuggling in Mounts Bay, Cornwall, and <i>the Scilly Isles</i> , from <i>Smugglers' Britain</i> .









Appendix 3 Characters









The Coy family at the post office				
Mr Wayne Coy	Mrs Angela Coy	Jane Tsang	Colin Coy	Mandy Coy
				




The Senior Coys next to the post office		
Mr Albert Coy	Mrs Edie Coy	Puff
		








The Taggarts	
Old Billy Taggart	Mrs Alice Taggart
	




The Shah family at the hotel		
Ms Shah	Gatnam Shah	Takdeer Singh
		



The Appleby family – the market garden							
Mr Ian Appleby	Mrs Ruth Appleby	George Appleby	Jamie Appleby	Charlie Appleby	Freddy Appleby	Fiona Appleby	Susan Appleby
							



The Green family on the farm							
Mr Bert Green	Mrs Nancy Green	Mr Brian Green	Mrs Lucy Green	Christopher Green	Bridget Green	Mary Green	Foxy
							





The North family		
Mr Jeremy North	Mrs Annie North	Tom North
		





The Jones family – retired						
Captain Jones	Mrs Jones	Mrs Lucinda Jones	Tim Jones	Vicky Jones	Cleopatra	Finn
						



The Barnaby family and staff		
Mr Julian Barnaby	Niamh Barnaby	Robin Barnaby
		

The Watts	
Mr Bob Watt	Mrs June Watt
	

Amy at the café and bicycle repair shop	
Amy Winston	Mr Boots
	

The Flemming family at the herb garden			
Mr Bill Flemming	Mrs Barbara Flemming	Nathan Flemming	Josie Flemming
			

The Pike family			
Mr Sid Pike	Jason Pike	Ruby Pike	Daisy
			

Mr Crabb the lighthouse keeper	
Mr Earnest Crabb	Biggles
	

Appendix 4 Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or classroom assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

From 1988 – 90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that not only were they more autonomous, but also more motivated.

Glendon Ben Franklin in Leask, M (ed.) (2001) *Issues in Teaching Using ICT*, Routledge

In particular, multimedia products such as Kar2ouche appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Children with special needs are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche, all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy, Continuum*) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe to use the writing frames and scaffolds provided in the teacher support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable learners to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning, thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group, they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise, the brief sound-clips support dyslexic children, many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and, by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record-and-playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end, we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.