

## Challenge pack

### Goblins and Ghouls

## Learning Challenge

Create our own chronicles...



Class texts—whole class reading, extracts, thematic books

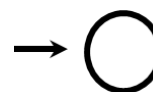
Main texts for planning:



Additional books from book web:

The Spiderwick Chronicles (Series and accompanying reader), Gregor the Overlander, Goblins Ghouls and Ghosts by Martin Waddell, Lemony Snicket series, Harry Potter

Cognitive skills / Meta-learning— specific teaching examples to use in learning



Aims, Goals and Objectives - What is it that we need to achieve? What knowledge and skills have we already learned/ need to develop to achieve this outcome?



Imagining/ New ideas - What ideas of our own can we come up with to create our own chronicles? How can we create this same image for the reader?

### Hooks or memorable experiences

Edmond Hall Spiderwick experience

Film viewing—  
Spiderwick chronicles



### Public Product—what will the outcome look like to demonstrate learning?

- A set of published 'chronicles' of writing that showcase a range of genres and texts, to be shared with audiences in a public format.

### Killer Questions—those asked to measure understanding of pupils

What kind of diet do humans need to survive effectively?

How does this differ from animals?

How else do we need to keep ourselves safe physically and mentally in our world?

Why are computers and the internet so valuable in our modern day world?

How should we effectively use the internet to help us, and how can it cause harm?

Year group	6	Term	Spring	Challenge Pack	Goblins and Ghouls— Create our own chronicles	
<b>SUBJECT FOCUS</b> (delete as required)		<i>Children will learn about / will know WHAT? (Declarative knowledge)</i>		<i>Children will know HOW TO...? (Procedural knowledge)</i>	<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
RE						
Design Technology		<ul style="list-style-type: none"> <li>Principles of Healthy Diet linked to Science - Animals inc humans</li> </ul>	<ul style="list-style-type: none"> <li>D3.5a Explain and apply the principles and importance of a healthy, varied diet</li> </ul>		Autumn 1—Bake Off  Link to developing schemata in Science— Animals including Humans	Healthy and balanced Vitamins, minerals Nutrition Carbohydrate, Protein, Fat, Fruit and Vegetables, Dairy Energy
Music		Composition – soundtrack to their stories  Time signature, beats per bar  Key board lessons ongoing all year	<ul style="list-style-type: none"> <li>M3.3d I can use compositional devices e.g. drones and ostinato, to create a piece of music.</li> <li>M3.3e I can record ideas using treble stave notation.</li> <li>M3.5a I can accurately play from the treble stave.</li> <li>M3.5b I can invent simple rhythms and melodies and accurately notate these using bar lines and time signatures.</li> </ul>		Autumn term—singing Keyboard lessons—scales, notes, notation	Treble stave Ostinato, Drone Quaver, Crotchet, Stave, Rest, Bar, Beat, Time signature Melody, Rhythm
ICT and Computing (including apps and digital pencil case)		Online safety Computer networks	<ul style="list-style-type: none"> <li>C3.1a Understand computer networks including the internet; how they can provide multiple services.</li> <li>C3.1b Understand the opportunities for communication and collaboration</li> <li>C3.4a Use technology safely, respectfully and responsibly</li> <li>C3.4b Recognise acceptable/unacceptable behaviour online and identify a range of ways to report concerns about content and contact.</li> <li>C3.4c Use search technologies effectively, appreciate how results are selected and ranked</li> <li>C3.4d Be discerning in evaluating digital content</li> </ul>		Autumn—Select, use and combine software Combine photos and videos  Year 5—programming  Link between PSHE and ICT	Internet Network Bluetooth Sharing Online Digital footprint Cyber-bullying CEOP button Filters and blocks Search engine Key words Selective Copy and paste Editing
PSHE		Keeping yourself safe (ICT link) Keeping yourself safe - Drugs	<ul style="list-style-type: none"> <li>PSHE3.1c I am aware of drugs available and the dangers of these</li> <li>PSHE3.1d I can identify who to access support from if me or someone I know has issues with drugs</li> <li>PSHE3.1e I can recognise that things I share online leave a digital footprint</li> <li>PSHE3.1f I can discuss how bullying (including cyber) has a negative and often long lasting effect on wellbeing</li> </ul>		Autumn term: Basic First aid Best we can be – emotions Debate in topical issues Empathy and fairness	Drugs Alcohol Recreational Medicinal Digital footprint Cyberbullying
Relationships to Core subjects		English—Range of writing for text types—portfolio  Science—Animals including Humans				