


Topic: Power of Reading Text – The London Eye Mystery
Year: 6
NC Strand: Fiction
What should I already know?

Our last text- Mama Miti- helped you to develop lots of different reading and writing skills. You learnt to:

Make meaning from illustration and text. Ask questions and clarify my understanding. Scan and close reading a text. Make predictions, evaluate and summarise a text. Read an illustration and moving image. Examine and use non-fiction explanatory voice. Manipulate language and meaning through use of homophones and expressions. Use paragraphs to organise my ideas. Use persuasion through explicit use of modal verbs, conjunctions, bias. Use descriptive and scientific language by focusing on verb prefixes. Understand and use the terms nouns, pronouns and determiners. Apply this knowledge to my writing for cohesion. Use commas and parenthesis to clarify meaning in my writing.

What will I know by the end of the unit?

I will be able to:

- To enjoy exciting stories with memorable characters
- To draw inferences about characters' feelings, thoughts and motives from their actions
- To explore themes and issues, and develop and sustain ideas through discussion
- To develop creative responses to the text through drama, storytelling and artwork
- To write in role in order to explore and develop empathy for characters
- To write with confidence for real purposes and audiences

Key Characters

Ted	The protagonist of this story who has Asperger's Syndrome. He loves figures and facts, statistics and phenomena. Ted has difficulty reading social cues and understanding people. He is very clever but doesn't make friends easily.
Kat	She is Ted's sister. She is named after the hurricane Katrina. She used to lie a lot. She has many friends, unlike Ted.
Salim	He is Ted and Kat's cousin, who mysteriously fails to get off the London Eye Capsule. He is a mosher and a cool dude at school. Is moving to New York because his mum got a new job.
Aunt Gloria	Salim's mother and Ted and Kat's Aunt. She smokes a lot at the start of the novel. She argues a lot with people, especially her sister Faith.

Key Vocabulary:

Meteorologist	An expert in or student of meteorology; a weather forecaster.
Claustrophobic	A person who has an extreme or irrational fear of confined places.
Syndrome	A syndrome is a set of medical signs and symptoms which are connected with each other and often associated with a particular disease or disorder.
Asperger's Syndrome	Is a developmental disorder and a form of Autism Spectrum Disorder. Young people with Asperger's Syndrome have a difficult time relating to others socially and their behaviour and thinking patterns can be rigid and repetitive.
Phenomenon	A remarkable person or thing.

Homework tasks
Like this book?



Topic: Power of Reading Text – The London Eye Mystery

Year: 5

NC Strand: Fiction

Each week pupils will receive spellings to learn via Spelling Shed. They may wish to complete one of the following tasks below:

Create a 3D building or landmark using SketchUp Free
Visit London and see the London Eye... or take a virtual tour online!
Learn more about other famous London landmarks
Watch the movies 'Wonder' and/ or 'Stormbreaker'

If you like The London Eye Mystery you might like the following:

The Guggenheim Mystery by Robin Stevens
High Rise Mystery by Sharna Jackson
Framed by Frank Cottrell Boyce
The Falcon's Malteser by Anthony Horowitz
How to look for a lost dog by Ann Martin
Wonder by R J Palacio

Overview

Ted, a boy with Asperger syndrome, and his sister Kat, solve the mystery of how their cousin, Salim, seemingly vanishes from inside a sealed capsule on the London Eye. While queuing for tickets, a stranger approaches the cousins with a ticket for the Eye, saying he's afraid of small spaces. They decide Salim should board as he has never been on the Eye before. Half an hour later, when Salim's capsule lands, Kat and Ted discover that Salim is nowhere to be found. When Aunt Gloria and Ted's mother find out about this, they become extremely angry with Kat for allowing Salim to take a ticket from a stranger. Over the next few days, Ted somehow figures out how Salim might have managed to leave the London Eye disguised without being noticed. He also deduces where he might be. Salim is finally discovered trapped in a building due to be demolished.



What should I already know?

I know and can recall a range of different text types. I have started to explore the grammatical content of upper key stage 2 and have a basic understanding of different spelling rules and features. I have started to infer and deduce from a text and begun the selection of relevant evidence. I have begun to develop more complex reading skills. I know how the rules to structure different texts given the purpose and audience.

What will I know by the end of the unit?

I will explore and understand new vocabulary within a text. I will be able to summarise the main ideas of a text by recalling the most significant events. I will be able to identify and comment on how language, structure and presentation have contributed to the meaning of the text. I will discuss and evaluate in detail how authors use language and its impact on the reader, using evidence from the text to support their view. I will be able to plan, evaluate and redraft written work. They will be able to use grammatical features such as perfect verb forms, relative clause, adverbs and adverbials to great effect. They can use commas to clarify and add meaning.

Glossary

Oscillating	To move or swing backwards and forwards in a regular rhythm
Apprentice	A person learning a trade or skill
Prominent	Something which stands out
Dynasty	A series of rulers or powerful people from the same family
Commotion	A noisy disturbance
Glockenheim	A German town
Tavern	A pub-like drinking establishment

Main characters

Karl	An apprentice clockmaker with a lazy attitude.
Gretl	A brave and honest teenage barmaid.
Fritz	A nervous local author.
Dr Kalmeneuis	A clever but mysterious man.
Sir Ironsoul	A clockwork knight.

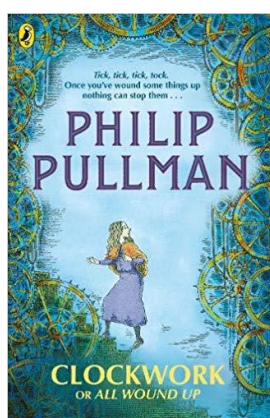
SPaG Terms

Hyphen	A hyphen is used to join words to indicate that they have a combined meaning or that they are linked in the grammar of a sentence. For example, a bird-eating spider, sixty-five or my ten-year-old daughter.
Subordinate clause	A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own. I played out until it went dark. <i>'Until it went dark'</i> is the subordinate clause as it doesn't make sense on its own. Although I was scared, I crept inside. <i>'Although I was scared'</i> does not make sense on its own and is an incomplete sentence. It is a subordinate clause. <i>I crept inside</i> does make sense on its own and is a main clause. The boy, who was hungry, rubbed his tummy quickly. <i>'Who was hungry'</i> is the subordinate clause in this sentence. If it is removed from the original sentence, <i>'The boy rubbed his tummy quickly'</i> makes sense on its own. That is the main clause. <i>'Who was hungry'</i> is the subordinate clause as it does not make sense on its own.
Contraction / omission.	Contractions are short words made by putting two words together. Letters are omitted in the contraction and replaced by an apostrophe in the place of the missing letter. Do not becomes Don't.



	It is important to read a sentence and decide whether a word needs an apostrophe or not for contraction. Its and it's (it is) are often confused with each other.
Possession	This is when an apostrophe is used to show that an item belongs to someone. That is Jemma's pencil case. If the word ends in an s you do not need to add an extra s to then of the noun. That is James' water bottle.
Imperative verbs	Imperative verbs are sometimes known as bossy verbs. They are verbs which tell you what to do. They are often seen at the beginning of a sentence and create a command. Cut, wait, explain, hide, stop.

Book cover



Key Information

Philip Pullman is an incredibly popular fantasy author and has authored novels both for younger and older readers.

"Tick, tock, tick, tock! Some stories are like that. Once you've wend them up, nothing will stop them ...A tormented apprentice clock-maker, a deadly mechanical knight in armour - and the sinister Dr Kalmenius, who some say is the devil ...Wind up these characters, fit them into a story on a cold winter's evening, with the snow swirling down, and suddenly life and the story begin to merge in a peculiarly macabre - and unstoppable - way. Almost like clockwork ..."

Investigate/Homework tasks

If you have been interested in this tale, you may consider reading:

- *The Watchtower* by Gary Crew and Steven Woolman, Crocodile Books (2004)
- *The Lost Thing* by Shaun Tan, Hachette (2010)
- *Fingers on the Back of the Neck and Other Spine Chilling Tales* by Margaret Mahy, Puffin (1998)
- *Short* by Kevin Crossley-Holland, Oxford University Press (1998)
- *Short and Scary* by Louise Cooper, Oxford University Press (2002)

Spellings will be sent home each week incorporating spellings from work completed in SpellingShed and the novel Clockwork. A further piece of homework will be sent out each week which will either be a reading or writing task based on this topic of work. All homework will be recorded in children's planners.



Topic: Goodnight Mister Tom – English

Year: 6

NC Strand: Reading fiction

What should I already know?

I have explored and understood new vocabulary within a text. I have summarised the main ideas of a text by recalling the most significant events. I have identified and commented on how language, structure and presentation have contributed to the meaning of the text. I have discussed and evaluated in detail how authors use language and its impact on the reader, using evidence from the text to support my views. I have planned, evaluated and redrafted written work. I have used grammatical features such as perfect verb forms, relative clause, adverbs and adverbials to great effect. I have written for different purposes and audiences.

What will I know by the end of the unit?

Key characters, their actions in the novel and their characteristics
Key events, themes and ideas of the novel
How to use a range of strategies to decode and learn new vocabulary
How language, vocabulary choice, grammar and text structure present meaning
How historical settings can influence and shape writing
The impact of the author's language and structure on their understanding
How to apply what they have learnt from their reading to their own writing
How to use vocabulary, grammar and text structure for effect
How to write for different purposes and audiences

Key vocabulary

aghast	shock/ amazement, filled with fright / horror
brusquely	blunt or curt in manner or speech
clammy	covered with a cold, sticky moisture; sickly
dilapidated	old and rundown as a result of abandonment
emaciated	extremely thin to the point of a wasting away of flesh
evacuated	to be removed from a place of danger
evacuee	a person who has been evacuated from a place of danger
flaxen	a soft yellow colour
fortnight	period of time covered by 14 days
jaundiced	yellowish tint to the skin that symptomatic of an untreated health condition
mackintosh	term for a raincoat
mollycoddle	to treat with indulgent care; pamper / spoil
mottled	spotted or blotched in colouring
quagmire	situation from which escape is very difficult
recluse	person who lives in seclusion or apart from society sagacity ability to make good judgments
shell-shocked	loss of sight or memory resulting from time at war
surreptitious	something done in a secret or suspicious way
stupor	lack of physical and mental energy
unkempt	dishevelled, messy, and unclean
vicarage	the housing where a vicar or minister lives

Main characters

Tom Oakley	Protagonist - Mr Tom is in his 60s. His wife and baby son died 40 years earlier. Villagers see him as grumpy and reclusive, but he is a kind man.
Sammy	Sammy is a collie dog owned by Mr Tom.
William Beech	Protagonist - This eight-year-old boy from London is sent to Little Weirwold after a huge threat of bombing raids from the German Air Force.
Zacharias Wrench	Zach is a flamboyant and artistic boy who is also an evacuee. He is kind and always encourages William.
George Fletcher	After being unsure to begin with, he becomes one of William and Zach's closest friends. He is down-to-earth and very different to Zach.
Carrie and Ginnie	They are almost impossible to tell apart but very different in personality and interests.
Annie Hartridge	This is William's school teacher who becomes proud of William and all of his achievements. She has a mothering presence in his new life.



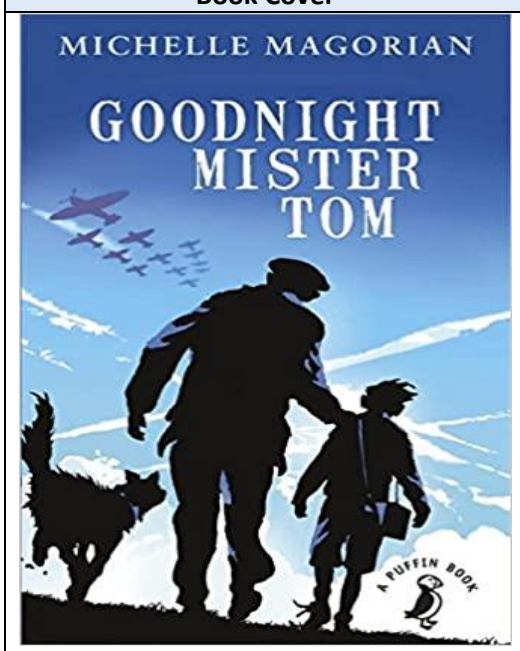
Topic: Goodnight Mister Tom – English

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Emilia Thorne	She is the school librarian in charge of putting on plays.
William's mother	Antagonist - William suffers greatly from his physically and emotionally abusive mother. However, we see she is likely to have had a sad, unfortunate life and has dealt with her pain by becoming abusive.
Charlie Ruddles	Charlie makes sure everyone is putting the effort in during this time of war and takes the role of Air Raid Warden.
Geoffrey	Geoffrey lives in the believed-to-be haunted house at Spooky Cott who is a soldier that has returned injured back from war

Book Cover



Key Information

Name of Book: Goodnight Mr Tom Date
Published: 1981
Author: Michelle Magorian
Genre: Historical Fiction

Context

Context – The British government was worried that a new war might begin when Hitler came to power in 1933. They were afraid that British cities and towns would be targets for bombing raids by aircraft. Evacuation tried to ensure the safety of young children from the cities that were considered to be in danger of German bombing - London, Coventry, Birmingham, Portsmouth etc. 827,000 school children and their teachers were evacuated along with 540,000 mothers and children under five. Up to 12,000 pregnant women and many disabled people were also evacuated. At 11.07am on Thursday 31st August 1939 the order was given to evacuate and 1.5 million people were evacuated in total.

Important Information

Plot: William Beech is evacuated from London during World War II. He suffers from physical and emotional abuse from his mother and expects that Mr Tom will be the same. Tom, known to be rather grumpy by the rest of the villagers, soon realises William cannot read or write and they develop a caring relationship between one another. William eventually has to return to his old life again in November.

Themes: War, Loss, Love, Abusive Relationships, Power of Expression and Community

Setting: The book is set between 1939-1940, just as war has been declared. The novel begins in inner city London but the threat of mass bombings means children have to evacuate. William journeys to the small countryside village of Little Weirwold where he makes new friends, attends school and develops new relationships.

What can the book teach us?

Death of loved one is the hardest of all to face but learning to love again is possible.
Whilst there is much darkness, light and hope are always there. Learn to express yourself.

Quotes:

"If I painted the sky," she had said one day, "I could go through life paintin' nothin' else, for it's always changin'. It never stays still."

She had hoped that he had remained a serious child. The smile frightened her. It threatened her authority. She swallowed her feelings and stepped forward again, handing him her bag.



**Topic: Goodnight Mister Tom –
English**

Year: 6

NC Strand: Reading fiction

Extended Learning

If you have been interested in this tale, you may consider reading:

- *My Secret War Diary* by Flossie Albright by Marcia Williams (Walker)
- *The Lion and the Unicorn* by Shirley Hughes (Red Fox)
- *War Boy* by Michael Foreman (Pavilion)
- *The Boy in the Striped Pyjamas* by John Boyne (Definitions)
- *The Boy at the Top of the Mountain* by John Boyne (Corgi)
- *Rose Blanche* by Roberto Innocenti (Red Fox)
- *The Diary of a Young Girl* by Anne Frank (Puffin)
- *Carrie's War* by Nina Bawden (Puffin)
- *Blitzcat* by Robert Westall (Macmillan)
- *Number the Stars* by Lois Lowry (HarperCollins)
- *When Hitler Stole Pink Rabbit* by Judith Kerr (HarperCollins)
- *Hero on a Bicycle* by Shirley Hughes (Walker)
- *Whistling in the Dark* by Shirley Hughes (Walker)
- *Billy's Blitz* by Barbara Mitchel Hill (Andersen Press)
- *The Emergency Zoo* by Miriam Halahmy (Alma Books)
- *Rose in the Blitz* by Rebecca Stevens (Chicken House)
- *Time Train to the Blitz* by Sophie McKenzie (Usborne)