

## Y5 Magical Mystery Tour Learning Sequence

**Synopsis:** Children carry out an in-depth study of their local area, with a particular focus on buildings. Children read a variety of mystery texts, focussing on the techniques that authors use to create suspense and build tension.

In **Science**, children investigate properties of and changes in materials.

In **History**, children carry out an in-depth study of their local area.

In **Art**, children develop their personal style in drawing and painting, using watercolours to suggest mood.

In **D&T**, children use understanding of electrical and mechanical systems to make a souvenir.

In **Computing**, children use digital literacy to support study of local area eg census.

**Curriculum areas:** English, Science, History, Art, D&T and Computing

**Length of theme:** 6 weeks

### English

*Children write a mystery story, employing appropriate techniques.*

#### English Objectives

##### Comprehension

- Infer characters' feelings, thoughts and motives and justify using evidence
- Predict what might happen from details stated and implied
- Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures

##### Language & Vocabulary

- Develop characters, setting and atmosphere using language and vocabulary from reading books
- Integrate dialogue to advance action and convey character
- Become familiar with the language of writing eg figurative language, imagery, style and effect

##### Text Structure & Features

- In fiction, consider how authors develop character and setting

#### English Learning Sequence

- Share a range of mystery books with the children and examine front covers, blurbs and illustrations. What do they notice? What are the common themes and conventions of this writing genre?
- Magpie ideas, including key words and phrases, to create a bank of ideas
- Select a mystery book text for the class eg *Vanished*, *The Clockwork Sparrow*
- Explore how the author creates setting/mood, recapping use of figurative language if appropriate
- Using the book as a stimulus, 'zoom in' on characters: what techniques does the author use to bring them to life?
- Consider physical appearance, but also 'show not tell' techniques that reveal character behaviour, including dialogue to convey character - what does the author imply about the character through their behaviour, conversations and actions but not actually tell us

### Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Discuss the fact that mysteries have a feeling of the unknown about them: what techniques does the author use to create feeling of suspense/mystery?
- Predict what might happen at various points in the story – does the author include some unexpected twists?
- Children comment on sentence structure, what characters say and use of punctuation eg ellipsis
- Take a wider view of the plot of the story, identifying key points in the narrative eg setting the scene, introducing characters, build-up of tension/conflict, resolution and ending
- How does the author interweave character, setting and plot – examine use of cohesive devices eg repetition, pronouns, adverbials
- Using class text as a stimulus, children plan their own mystery story
- Note initial ideas form writing, drawing on real examples, and consider how careful selection of vocabulary/punctuation can enhance meaning
- Draft, edit and redraft work and share with audience

## English

*Children create a brochure/leaflet about local area for tourist information.*

### English Objectives

#### Comprehension

- Make comparisons within and across books, commenting on similarities and differences between texts
- Identify how language, structure and presentation contribute to meaning

#### Language & Vocabulary

- Select appropriate language and vocabulary to reflect understanding of audience and purpose

#### Text Structure & Features

- Evaluate how authors use language and consider effect on the

### English Learning Sequence

- Link to local study in History
- Children research their local area, with a particular focus on history of buildings/landmarks
- Discuss different sources of information – books, encyclopaedias, websites, newspapers, magazines, leaflets, information in museums. What are the similarities and differences between the sources - layout, language, style etc.
- Examine a range of tourist information leaflets about towns/cities – what do children notice about the layout, colour and images?

<p>reader</p> <p><b>Plan, Draft, Edit &amp; Evaluate</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Identify audience and purpose of writing</li> <li>• Note and develop initial ideas drawing from reading</li> <li>• Select appropriate grammar and punctuation and understand how these can change/enhance meaning</li> <li>• Assess effectiveness of own and others' writing</li> <li>• Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> and ensure concepts and skills outlined in <a href="#">English Appendix 2</a> are also addressed.</p>	<ul style="list-style-type: none"> <li>• Consider the language used in the leaflet – what features of persuasive writing are used – rhetorical questions, emotive language etc. What is the tone of the leaflet, formal, informal or a combination of both?</li> <li>• Create a bank of ideas, based on leaflets and other available resources, for children to draw on in own work</li> <li>• Explain to children that they are going to create their own leaflet for a local 'mystery tour' for tourists – where are the key landmarks/buildings to take in?</li> <li>• Work in groups to share ideas about local history and which features to highlight</li> <li>• Using this as a starting point, and considering audience (tourists) and purpose (taking tourists on a mystery tour of locality), children plan their leaflet</li> <li>• Encourage children to employ appropriate language/register eg <i>Have you ever delved into the mysterious past of XXXX? Well, now is your chance to explore the backstreets and buildings of this historic town as they have never been seen before!</i></li> <li>• Work collaboratively to assess and critique each other's work and make improvements</li> <li>• Create final piece using images of local area to enhance writing</li> <li>• If possible, contact local tourist board to find out if leaflets can be displayed at tourist information office</li> </ul>
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## Science

### *Investigate properties of and changes to materials.*

<p><b>Science Objectives</b></p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• <b>Independently decide which observations to make</b></li> <li>• <b>Use science experiences to plan different types of scientific enquiry</b></li> <li>• <b>Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs</b></li> <li>• <b>Report and present findings from enquiries, examining causal</b></li> </ul>	<p><b>Science Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Link to 'mystery' theme of unit – materials can 'mysteriously' change form (solid, liquid and gas)</li> <li>• Recap different types of materials and their properties, ensuring that children use correct scientific language</li> <li>• Sort a range of everyday materials according to given properties eg conductivity, magnetic, transparency explaining and justifying reasons</li> </ul>
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<p>relationships and reliability of results</p> <ul style="list-style-type: none"> <li>• Recognise and control variables where necessary</li> <li>• Take measurements using a range of scientific equipment with accuracy and precision</li> <li>• Use test results to make predictions to set up further tests (comparative/fair)</li> <li>• Identify scientific evidence that has been used to support/refute arguments</li> </ul> <p><b>Scientific Knowledge</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties</li> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>• Give reasons, based on comparative and fair tests, for the particular uses of everyday materials</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible</li> <li>• Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible</li> </ul>	<ul style="list-style-type: none"> <li>• Recap changes in states of matter - what can children remember about states of matter from Y4?</li> <li>• Introduce concept of reversible/irreversible changes to states of matter. Children explore which processes can be reversed and which cannot eg bread into toast; water into ice/steam</li> <li>• Lead into solutions – what do children already know? What links can they make to solids/liquids/gases?</li> <li>• Set a range of challenges to children with regard to dissolving and separating solutions eg Which substances dissolve in water? How can we remove salt from sea water?</li> <li>• Children select the best type of scientific enquiry and suggest type of test to carry out</li> <li>• Decide what equipment they need and what to observe and record</li> <li>• Encourage children to be autonomous when carrying out tests</li> <li>• Discuss findings and make links to wider world</li> </ul>
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## History

*Carry out an in-depth study of local area, with a particular focus on buildings.*

<p><b>History Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Understand how evidence is used rigorously to make historical statements</li> <li>• Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	<p><b>History Learning Sequence</b></p> <ul style="list-style-type: none"> <li>• Draw on children's own experience of local area – which buildings are of significance, both to them and to the area?</li> <li>• Take children on a walking tour of local area, pointing out buildings and discussing when they think they were built and why</li> <li>• Compile a list of historically-valid questions about the locality and suggest ways to find the answers</li> <li>• Use images of local area and place them on a timeline, explaining reasoning and making links to previous knowledge</li> </ul>
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- Address and devise a wide range of historically-valid questions about change and cause
- Explore trends, looking at continuity/change and similarity/difference/significance
- Examine different aspects of history eg. social, cultural, political and religious
- Extend chronological understanding by exploring a theme over time
- Examine in depth an aspect of local history from a period beyond 1066
- Use and apply a range of historical vocabulary

- Children might decide to 'zoom in' on a particular building and its history over time eg *a school, a particular shop, a church*, or they may decide to focus on a particular period of time
- Use a range of sources to build their knowledge, understanding that this requires the use of a range of sources eg archives, photographs, first-person accounts, digital sources, newspaper articles etc
- When composing report about history of locality, consider how to organise information for a chosen audience
- Examine how the buildings and landmarks of local area reflect changes in different aspects of life eg social, cultural, religious
- Present findings in a lively, engaging way

## Art

Develop their personal style in drawing and painting, using watercolours to suggest mood.

### Art Objectives

- In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration
- In painting, use watercolours to suggest mood
- Capture the artistic process in sketchbooks
- Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works
- Improve mastery of art and design techniques with a wide range of materials
- Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation
- Communicate ideas and comment on artworks using artistic language

### Art Learning Sequence

- Using a mystery picture book eg *Tuesday*, as a stimulus, consider how illustrations convey mood and atmosphere
- Comment on colours and subject matter using artistic language
- Select an image or images to critique and capture this in sketchbooks
- Using images for inspiration, selecting from a range of artists, try to emulate using range of pencils
- Using paint, emulate chosen image, focusing on mixing colours and colour washes for backgrounds
- Improve mastery of techniques by using correct brush/technique for the job eg small brushes for detail
- Display final piece in class gallery

## D&T

Use electrical and mechanical systems to design and make a souvenir.

### D&T Objectives

- Communicate, generate, develop and model ideas using a range

### D&T Learning Sequence

- Link to History where children are carrying out a local study

<p>of strategies</p> <ul style="list-style-type: none"> <li>• Use research to inform design and generate own design criteria</li> <li>• Communicate, generate and develop ideas drawing on other disciplines</li> <li>• Confidently take calculated risks to become innovative, resourceful and enterprising</li> <li>• Making connections to real and relevant problems, apply understanding of electrical systems</li> <li>• Making connections to real and relevant problems, apply understanding of mechanical systems</li> <li>• According to their functional properties and aesthetic properties, elect from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</li> <li>• Generate own design criteria and evaluate ideas and products against these</li> <li>• Investigate and analyse a range of existing products that address real/relevant problems in a range of contexts</li> <li>• Understand how key events and individuals in D&amp;T helped to shape the world</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with children what is meant by a 'souvenir'- do they have any at home? Share examples</li> <li>• Explain that children are going to design a souvenir that represents their local area. Collate ideas – what would be appropriate?</li> <li>• Share design criteria: the product should incorporate an electrical system and/or mechanism</li> <li>• Recap what children already know about electrical circuits and mechanisms, drawing out ideas</li> <li>• Research products that use electrical/mechanical systems</li> <li>• Experiment with systems to formulate ideas for design</li> <li>• Communicate their ideas in a range of ways eg design board supported by diagrams, sample materials</li> <li>• Make their product prototype, focusing on functionality</li> <li>• Evaluate and adapt throughout process</li> <li>• Create their final souvenir, paying particular attention to aesthetics</li> </ul>
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## Computing

*Use digital literacy skills to support study of local area eg census.*

### Computing Objectives

- Express own ideas by selecting, using and combining a variety of software on digital devices to design and create programs

### Computing Learning Sequence

- Explore a range of software choices that could present information and data based on local history study – census
- Decide how to collect this information, using primary and secondary sources
- In groups, enter information and analyse information (eg Can we answer all the questions we need to from this data set? What else do we need to add to our data sheet? Is our database detailed enough to filter through?)
- Edit and improve data collection and database and evaluate effectiveness
- Evaluate their own and peers' software choices and overall presentation

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|  | <ul style="list-style-type: none"><li>• Create a data collection sheet to use to set up a simple database</li><li>• Relate data use to data protection and the need for data security</li></ul> |
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