

Shipwrecked: SOS

	Literacy	Science	Geography	Other
Pre-topic Task	What 5 things could you not live without? Children to record own ideas.			
Entry Point	Receive a message in a bottle: "I have been shipwrecked and am alone on a desert island. I don't know what to do. Please help, Miranda" Children to mindmap what they think she should do in order to survive.			
Wk 1	<p>Story start: describing setting/feeling of character. Write start of own story set on desert island. (expanded noun phrases) Ideas for other forms of writing: -factual writing about what plants need to survive - labelling pictures of fruit/seeds</p>	<p>(After initial geography input) Receive another message – Miranda is thirsty and hungry. She has watched animals eating... What should she do?</p> <p>Looking at seeds – where do they come from? What happens is we can't buy them in a packet from the garden centre? Look at seeds in fruit with magnifying glasses</p>	<p>1. What is an island? What physical features might there be?</p> <p>2. If it is deserted there will be no 'human' features. What are human features? How would this affect you? What would you do?</p>	<p>PSHE: importance of not eating all wild berries/ mushrooms and washing hands after touching leaves/plants</p> <p>Art: observational drawings of fruit/seeds</p>
Wk 2	<p>Story middle: introducing a problem/action Write middle of own story set on desert island. (statements, questions, exclamations)</p> <p>Ideas for other forms of writing: - factual writing about food chains - labelling physical features on photos of 3d maps</p>	<p>Growing plants – set up fair test to see what plants need to survive.</p> <p>Grow potato plant from an old potato</p> <p>Food chains – how animals survive and how we depend on the habitat we live in and animals/plants in it.</p>	<p>Link with Art – ensure 3d model(s) is/are islands and that they have a variety of physical features. Label the features.</p>	<p>Art: make 3d model/map of an imagined desert island. Links with geography – must include a variety of physical features.</p>
Wk 3	<p>Story ending: resolution Write end of own story set on desert island.</p> <p>Ideas for other forms of writing: - factual writing about water - labelling rain water catcher designs</p>	<p>Water: look at why we need water. What will happen if we don't drink enough. Can Miranda drink sea water? Why? What must she do?</p> <p>How could we collect rainwater?</p>	<p>Look at maps and discuss birds eye view and symbols used to show physical features. Make 2d maps of the 3d model(s) from last week. Include symbols for physical features and a key.</p> <p>Use simple compass directions to direct others to physical features on 3d and 2d maps.</p>	<p>DT: design a rain water catcher. Make class/group rain catchers and measure how much rainfall there has been</p>

			Use grid references to direct others to physical features on 2d maps. Use Mapwork 1 book to introduce.	
Wk 4	<p>Non fiction writing – Survival Handbook (statements, commands and instructions)</p> <p>Ideas for other forms of writing:</p> <ul style="list-style-type: none"> - factual writing about materials - labelling and captions for pictures of shelters -labelling human features on photos of lego village 	<p>Receive a message from Miranda – she is cold at night and gets wet when it is raining. She needs some shelter and warmth.</p> <p>1. What materials are our ‘shelters’ (homes) made out of? Why are these good materials for the job? What properties do they have?</p> <p>2. Which materials could Miranda use on the desert island? They would need to be waterproof and wind proof. How could we do this? Set up fair tests to test whether materials are waterproof. Look at overlapping materials to wind proof shelters.</p> <p>3. What would you use for clothes? Animal skins/wool.</p>	<p>Look at human features we have that give us shelter. If you were to build your own island community, what human features would you build? Buils a lego village and label human features.</p>	<p>DT: designing and building structures/ shelters</p>
Wk 5			<p>Recap 2d maps and birds eye view and symbols used to show human features. Make 2d maps of the lego village(s) from last week. Include symbols for human features and a key.</p> <p>Use simple compass directions to direct others to human features on 3d and 2d maps.</p> <p>Use grid references to direct others to human features on 2d maps. Play interactive battleship game to consolidate use of co-ordinates.</p>	<p>Art/DT: (Links with Science)What would you do for clothes on the island? How could you change the colour of them? Look at dying materials using vegetable dyes.</p> <p>Weaving.</p> <p>Tie-dying materials.</p>
Wk 6	<p>Poetry – simple descriptive list poem</p> <p>Ideas for other forms of writing:</p> <ul style="list-style-type: none"> - diary -message in a bottle - How to escape! 	<p>Receive a message from Miranda – she is loney and missing her home. How can she escape?</p> <p>Which materials would be good to build a raft? Give children a selection of junk/sticks etc that might wash up on a desert island. Can they make a raft that will float when carrying a 20g weight?</p>		<p>PSHE: looking at the environment and junk that washes up on beaches even on deserrted islands. How does it harm the wildlife? What can we do to help?</p> <p>Look at SOS – morse code.</p>
Exit Point:	What 5 things could you not live without? Children to record own ideas.			