

Lesson 1:

Watch Bubbles on, <https://www.literacyshed.com/bubbles.html> where a young girl called Gabby is walking on the beach and finds a bottle of bubbles - when she blows it she gets transported into fantasy.

Task: Write **descriptive phrases** about what you can see and create a word bank

- A shoal of fish dart to and from the water
- Sun glittering on every grain of sand
- Abandoned...
- Lonely seagulls pecking on yesterday's leftovers
- Delicate splashes of air were soothing

<u>LI: To create a word bank for a fantasy story</u> I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can identify the main character Gabby and describe her			
SC: I can talk about if this is fantasy or real and scientific facts that help me I am heavier than air so gravity pulls me down.			
SC: I can retell the story with my family			
SC: I can write descriptive phrases to help me with my writing			

Lesson 2

You are going to create your own fantasy narrative about where you might travel on your own bubble. If you could go anywhere on your **bubble** where would you go and why?

<https://www.literacyshed.com/bubbles.html>

<u>LI: To plan a fantasy story</u> I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can use information from the video to set the scene			
SC: Select adjectives to describe feelings Blown away, overwhelmed, astounded, dazzled, infuriated, bitter, enraged, mournful, gleeful, delighted, cheerful, thrilled, irritated, resentful, etc...			
SC: Use ambitious phrases to describe settings <ul style="list-style-type: none">• The never-ending golden sand stretches out as far as you can see.• The gentle waves lap against the shore• The smell of salty air tingled my nose• A gentle cold breeze gently blew against my skin			
SC: I can use scientific language in my fantasy story Gravity heavier lighter reality science pulls pushes bubbles liquids solids gases sand sea air			

Lesson 3:

Now write your own fantasy story about where you could go on your bubble.

<u>To write and edit a fantasy story</u> I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can use my plan to form well-structured paragraphs			
SC: I can use show not tell sentences As the sun rises with a cool breeze, a gentle swish of golden sand blows quickly through the air. In the distance, the puffy clouds run happily enjoying the sunny morning air.			
SC: I can write in first person I, we, us, me, our, etc...			
SC: I can ensure consistent use of tense throughout- present tense			
SC: I can link ideas across paragraphs using adverbials			
SC: I can use imagery (metaphors , similes , personification) to appeal to readers and portray meaning <ul style="list-style-type: none"> • The heap of sea swelled silently. • The sea was lapping at the shore like a cat laps up its milk. • the waves sing the lullaby as they crash • Clouds dance gently in the sky 			
SC: I can use fronted adverbials Racing for my life... Dazed and confused... As his or her heart raced...			

Lesson 4:

Ideas for publishing – choose one

- Type the story on the computer—and add images
- Neatly rewrite the final draft and sharing it on Instagram
- Mat Mount- using coloured scrapbook or construction paper

<u>LI: To publish a fantasy story</u> I P G A	Assessment		
	Pupil	Parent	Teacher
SC: I can identify grammatical concepts in my own writing			
SC: I can proof read, make changes to vocabulary, grammar and punctuation			
SC: I can write eligibly using joined handwriting			
SC: I can use an interesting way to publish my work			

Send us your finished work to admin@gainsborough.hackney.sch.uk