

Unit of work: 5/12	Topic title: Special books	Half term: Summer A
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Outline	Details
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Learning Objectives ~

- To retell narratives in the correct sequence, drawing on the language pattern of stories (ELG from Communication, Language and Literacy ~ Reading)
- To be able to think about what makes a book special for a child
- To be able to look at special books from different faiths
- To be able to work together to discuss, agree upon and make part of the class special book
- To begin to explore some aspect of religion through the book

Week 1: Special books, and special books from different faiths	Ask each child and adult who works in the classroom to bring in to school a book which is very special to them, and take it in turns to give very brief reasons. Show a Koran with the stand, a Torah, a variety of Bibles and some Hindu stories or poems. Talk about what the books look like, what they contain and how they are treated. Use "My Christian Faith" big book to show a lectern. Discuss what makes a book special to you, to your family and to a community. Explain that the class is going to make a special book to tell the Creation story from Christianity. Read a children's version of the story that has lots of illustrations, but do not allow the children to copy pictures.
Week 2: Planning our special book	Make a mock up of the big book using the correct number of pages and rough out the pages using postits. Each group needs to decide <i>and agree upon</i> background, picture figures and text, but not all at once! Make a start by allowing small groups to sponge print their page background (A3) in turn, and do extra sea and leaf pages, and pages for the covers. Use a variety of ready mix paint colours and card combs for texture, allow to dry and then press the pages flat.
Week 3: Planning the layout	Read the Creation story again and help groups to discuss what could go on to their page, and how it should be special eg a sun made and fastened with a brass paper fastener so that it can revolve. Items need to be robust, possibly laminated if they are to lift out. Fixing smaller pieces with whitetack works well provided that the background pages are covered with sticky backed plastic. Discuss colourings and fastenings/ fixings of details. Children can copy pictures of animals on to card for you to cut out, then use them as templates for material for you to cut out again. The child can then glue the two pieces together and add details. Store items in large old envelopes showing the page number and group names.

<p>Week 4: Writing the text</p>	<p>Use a literacy hour for each group to plan the text for their page, for the teacher to scribe, and an assistant (or some helpful post-key-stage-tests Year 6s) to word-process on the computer. The children working on that page can then add their own names. How should the text fit on the page? Should some letters/ words be treated differently eg as in Kipper's Blue Balloon book? Should we have illuminated letters, and if so should that be common to all pages? (Every child can make a bird, animal or fish, and collage a flower, so there should be lots to do.)</p>
<p>Week 5: Presentation of the book</p>	<p>(Make the book ready for the children using strong card sewn together.) Make sure that there are enough sponge-printed pages for the front and back, and allow children to make a mosaic frame using all the little bits from the cutting out of the leaves, waves, flowers etc. Children to work on their pages using the different elements of background, picture pieces and text, and to lay them out carefully for an adult to whitetack gently into position.</p>
<p>Week 6: I remember</p>	<p>(Add lettering for the title, authors, illustrators etc. The book is more robust if covered with sticky-back plastic over the background papers, and then the other pieces added. Be careful to plan fastenings which need to go inside the layers, like paper fasteners.) Present the book to another class, or in assembly. Members of each group to read out their own page and show how their illustrations illuminate the text. Members of other class to ask questions about why the children have made the book, and what makes it special. Note the responses.</p>
<p>Assessment:</p>	<p>The children make a drawing of their own page, and an adult adds a reflective caption as each child shows his work.</p>



Book focus ~ A Koran with a stand, a Torah, a variety of Bibles and some Hindu stories or poems
 My Christian Faith, pub Evans ISBN 0-237-51932-1
 In the Beginning by Steve Turner, pub Lion
 ISBN 0-7459-4431-0

