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Lawrence Oates

Literacy Resource Pack

KS2



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Writing Resource 1: Diary Entry

Teacher Notes

What was it like to be an explorer on the Terra Nova expedition? Take on the challenge of writing in role as one of the crew members as you explore their thoughts and feelings.

Writing Outcome

To write a diary entry in role as a crew member describing their thoughts and feelings.

Resources Required

Provided in Pack:

- Feelings image– Sheet 1a
- Thought Bubbles-Resource Sheets 1b (x2)
- Stimulus Pictures for diary- Sheets 1c (x3)

Provided by school:

- Post it notes
- Polar wind/weather music
- Diary writing templates, if required

Class Activity

Set the scene:

Play polar weather/wind sounds as pupils enter the classroom.

Introduction:

Look at the image on sheet 1a (enlarged to A3 for group work). How are the crew members feeling? Write words to describe their feelings on post it notes and stick around the images- display on the classroom wall after collecting feedback.

Quick Write: Using sheets 1b- Write a thought bubble for each crew member in the space provided.

Pupils could also use drama freeze frame activity to act out the image and freeze in position- teacher to ask what the pupils are feeling and why when tapped on the shoulder.

Discuss what may have happened 1 minute before or after this photo was taken. Could you act this out?

Writing Task:

Using sheets 1c- Write a diary entry to describe what happened on this day in the Terra Nova Expedition.

Remember to include the thoughts and feelings of the crew member.

Further information on most images can be found here:

<https://news.nationalgeographic.com/news/2012/01/pictures/120117-scott-south-pole-anniversary-hundred-years-science/#/47085.jpg>

Writing Resource 2: Instructions

Teacher Notes

The crew members of the Terra Nova expedition needed to pack everything they would need for their journey to the South Pole on their sledge. Time was precious and they needed to be efficient in how they packed it. Imagine that you are part of the crew and take on the challenge of writing a detailed set of instructions for packing your sledge.

Writing Outcome

To write a clear and precise set of chronological instructions for packing an explorer's sledge.

Resources Required

Provided in Pack:

- Explorer's Kit - Resource Sheet 2a
- Diamond 9 - Resource Sheet 2b

Class Activity

Set the scene:

Watch the video of these modern Antarctica explorers and note down the things that they are packing.

<https://www.youtube.com/watch?v=SnhT64gZy5Q>

Introduction:

Using resource sheet 2a- discuss the kit items that a polar explorer will need and why.

You can also explore the preparation involved for a modern expedition to the South Pole here:

<https://www.redbull.com/gb-en/gear-what-you-need-for-a-polar-expedition>

Quick Write:

What is packed in the sledge?

Give the pupils 1 minute to write down all the items that they think have been packed.

Which items are most important? Using activity sheet 2b- pupils must write the most important items to pack at the top of the diamond and less important at the bottom. Discuss their reasoning as a class.

Writing Task:

Write a set of clear and precise instructions for "How to Pack an Explorers Sledge."

- Which items are essential for the mission?
- How will you make sure they stay in the sledge?
- How will they be weatherproofed?
- What will need to be unpacked first when you set up camp?
- How will this affect the order you will need to pack them in?

Writing Resource 3: Setting Description

Teacher Notes

What new sights would captain Scott's crew members have seen on their journey? How would the Antarctic scenery change throughout their expedition? Take on the challenge of writing a detailed setting description using figurative language devices.

Writing Outcome

To write a detailed setting description using figurative language devices.

Resources Required

Provided in Pack:

- Matching Activity - Resource Sheet 3a
- Quick Write Scene - Resource Sheet 3b
- Stimulus Images - Resource Sheet 3c

Class Activity

Set the scene:

Play the slideshow of Antarctic images as the children enter the classroom:

https://www.youtube.com/watch?v=pAzQv3y_bS

Introduction:

Look at the images of Antarctica on activity sheet 3a. Can the pupils match the figurative language sentences to the image it is describing?

Can they identify which sentence contains a simile/metaphor/personification?

Quick Write:

Display the single image on activity sheet 3b on the IWB. Can the class write a simile/metaphor/personification sentence to describe it?

Writing Task:

Children to choose an image from activity sheet 3c: Stick it into their books and write a detailed descriptive setting for the scene.

Can they weave figurative language choices into their descriptions?

Writing Resource 4: Revolting Riddle

Teacher Notes

Being an explorer is not an easy job. It is fraught with many risks, not least of all keeping yourself fit and healthy when miles away from a doctor. What ailments might the crew members have suffered from? Take on the challenge of writing a revolting riddle to describe an explorer's ailment. Which ailment will you choose?

Writing Outcome

To write a revolting riddle.

Resources Required

Provided in Pack:

- Matching Activity - Resource Sheet 4a
- Riddle example - Resource Sheet 4b

Class Activity

Set the scene:

Teacher greets class in role as the confused Dr Edward Atkinson. Who appears to be panicked as he has muddled up his doctor's notes.

Introduction:

Print activity sheet 4a onto card. Cut up and muddle into a pack for each group.

The pupils work as a team to sort and match the cards into the correct ailment with its picture, description and label.

Writing Task:

Look at the example riddles on activity sheet 4b. Identify the features of this form of poetry.

Remember that a riddle describes something without actually naming it.

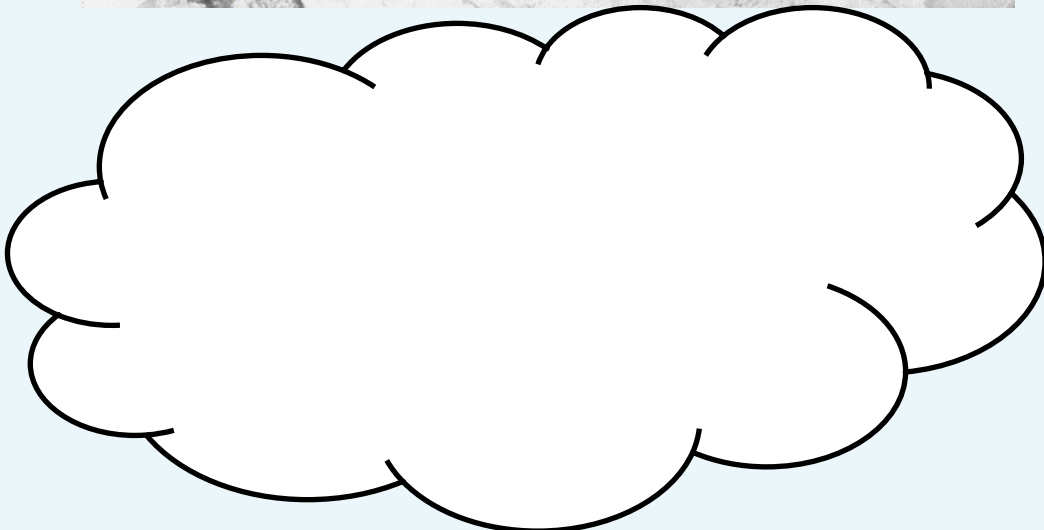
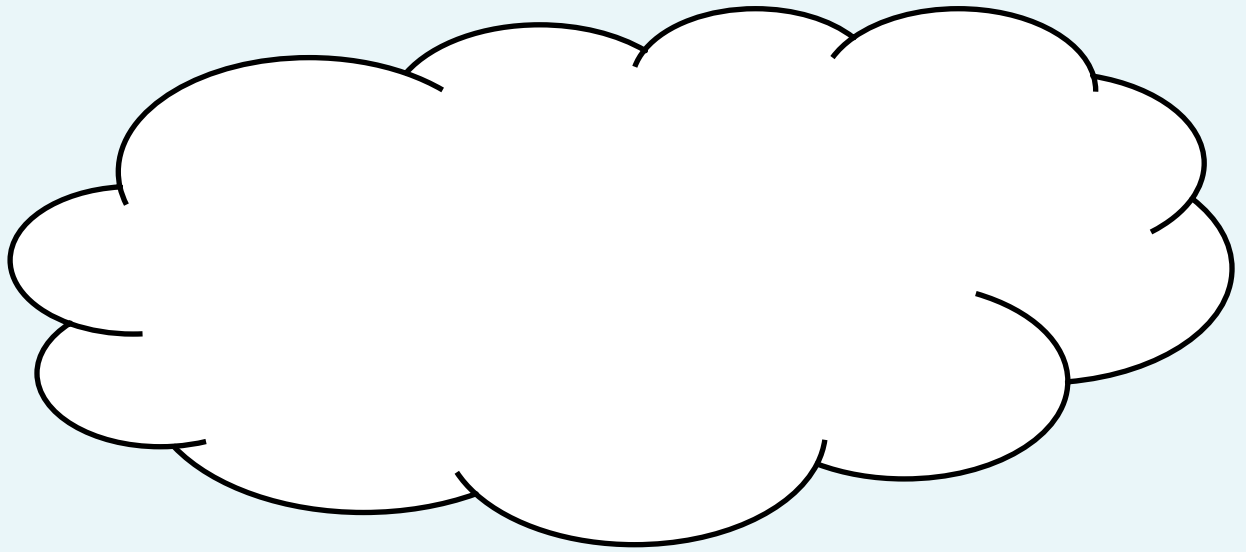
Choose one of the ailments and write a revolting riddle to describe the condition.

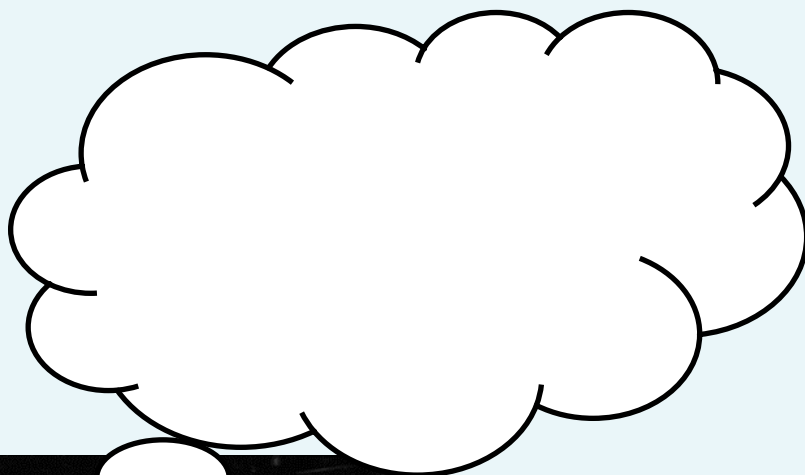
Remember:

- Don't give away the answer by using the exact word in your riddle.
- Try not to use more than 5 or 6 lines, because a riddle should be easy to remember.
- It doesn't have to rhyme, but it can if you like.
- Finish with the line 'What am I?'

Display the finished riddles –Can the pupils guess which ailment is being described?













Explorer Kit

2a




What you need for an Antarctic expedition

© ANDY WARD

What items do you think are packed on the sled?

Diamond 9

2b



Match the picture to the sentence.

3a

A



A jigsaw of ice floated eternally towards the horizon.

B



Tightly packed iced fingers reached out of the murky ocean towards the darkened sky.

C



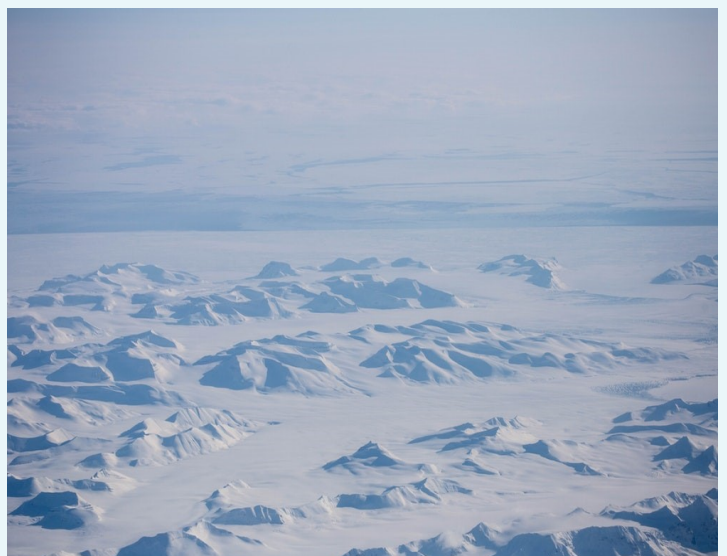
The ice heaped up in disorderly crumples like an abandoned pile of laundry.




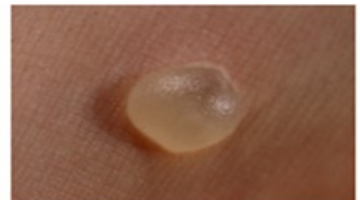

Which sentence is a simile/metaphor/personification?



Write a descriptive sentence to describe the scene using a :

A) Simile B) Metaphor C) Personification



Arctic Ailment	Description	Image
Scurvy	A disease caused by a deficiency of vitamin C, characterized by swollen bleeding gums and the opening of previously healed wounds.	
Snow Blindness	A painful eye condition caused by exposure of insufficiently protected eyes to the ultraviolet (UV) rays from natural intense sunlight.	
Frost Bite	Frostbite occurs when exposure to low temperatures causes freezing of the skin or other tissues. The initial symptom is typically numbness. This may be followed by clumsiness with a white or bluish colour to the skin. Swelling or blistering may occur following treatment. The hands, feet, and face are most commonly affected	
Blisters	A small pocket of body fluid within the upper layers of the skin, typically caused by forceful rubbing, burning, freezing, chemical exposure or infection. Most blisters are filled with a clear fluid.	
Khumbu Cough	Known as the high altitude hack, is a cough caused by the low humidity and low temperatures. In its most severe forms the Khumbu cough can result in the victim coughing so hard and frequently that they tear chest muscles or even break ribs!	

I am soft.
I come from a field.
I am smaller than a tennis ball
and bigger than a two pence.
I am juicy and sweet.
I am heart shaped.
Bright red is my colour.
You can eat me with cream.

What am I?

I shine like a jewel.
I flash under the pond like an
underwater firework.
I twist and turn,
Hiding in deep-sunken places.
Now you see me,
Now you don't.
I have a tail and two eyes.
I am covered in scales.

What am I ?