

A generic planning document for KS2 creative writing
Supporting children as they explore the characters and the context of the story of Goodnight Mr Tom

The aim of this planning is to support a visit to Chiltern Open Air Museum where we will explore character and context with the children. We have created this planning to ensure that children gain the best possible learning outcomes both during and following their visit.

It is assumed that children will have read and talked about the text before they visit so that they are familiar with the characters- as suggested in the imitation stage of the Talk4Writing process:

<http://www.talk4writing.co.uk/portfolio-items/t4wexplanation/>

<http://www.talk4writing.co.uk/about/>

Our Theme Day focuses solely upon the evacuation experience Willie Beech experiences when he arrives in Little Wierwold and is billeted with Tom Oakley, we don't reference Willie Beech's home situation in London or any of the issues associated with this. Ideally, children have read up to the end of chapter 9 though this isn't essential.

| Learning Outcome | Lesson content | Learning techniques | Success Criteria |
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| Identify and become familiar with the characters included in the story's opening chapters | Identify the characters in the opening chapters of the Goodnight Mr Tom story: Willie Beech What we can infer about Mrs Beech Tom Oakley Sam the dog Zach Also: Mr Ivor, Mrs Hartridge, Carrie, Ginny and George Explore these characters with the children <ul style="list-style-type: none"> • What conversations might they have had together – <i>hot seating is a helpful approach</i> | <u>Hot seating</u> https://www.youtube.com/watch?v=RuoxFe-UzqM <u>Miming or freeze frame</u> an emotion or feeling <u>Take part in imaginary conversations</u> – using puppets or physical props can help children overcome any initial shyness | <u>Children will:</u> Be able to identify key characters within the story. Be able to identify how these characters might have spoken to each other. Be able to identify the different emotions 'felt' by the characters. |

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| | <ul style="list-style-type: none"> • Contrast Willie’s feelings as an evacuee with the children from Little Wierwold • Explore the characters of the adults – how does the book give us clues about their personalities? | | |
| Identify and explore the context for this story | <p>Explore with the children the two contrasting contexts of this story: London and the blitz and the countryside of Little Wierwold.</p> <p>Use photographs and eye witness accounts to stimulate discussion</p> <ul style="list-style-type: none"> • Invite the children to ‘step into the photographs and imagine how they feel in this context: what do they smell, see, hear, taste?’ • Allow the children to act out their feelings • Discuss how ‘safe’ they feel in the two contexts • Explore the dynamics of evacuation and the impact of this on all family members | <p>Allow children to talk through ideas as a class group, in talking pairs and also to record independently on personal white boards and/or notebooks.</p> <p>Stepping into the picture https://www.youtube.com/watch?v=RQ6KeSzJuPs</p> | <p><u>Children will:</u> Have a vocabulary of description to identify how the two contrasting contexts appear visually and how it feels to be in present in these contexts</p> |
| Visit the Museum and take part in The Goodnight Mr Tom literacy theme day | <p>During their sessions at the Museum children will have an opportunity to interact with the characters from the story:</p> <ul style="list-style-type: none"> • They meet Tom Oakley in his garden, are introduced to his home and interact with the context of a home using a cooking range and oil lamp lighting – as well as an outside toilet • They meet Mrs Brant (an inferred character) who explains the weekly ration. They help her with her washing 1940’s style where they use carbolic soap and washboard to scrub the clothes clean and then a mangle to squeeze out the excess water. • They attend a 1940’s school and are taught by Mrs Hartridge: they take part in drill as well as being introduced to ‘old money’ | | <p><u>Children will:</u> Meet and interact with characters (known and inferred) Physically experience the countryside context of Little Wierwold Gain historical context through activity and experience which can be transferred to creative writing outcomes</p> |

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| <p>Revisit the characters explored prior to your visit and add inferred characters to the story</p> | <p>Revisit the characters and record new insights from the interactions which took place during their visit.</p> <p>Take time to explore how the characters interacted with them personally and how they might have interacted with each other – how might Tom Oakley and Mrs Brant have spoken together? Begin to record these ideas to use in creative writing outcomes.</p> | <p>Hot seating Puppetry Miming Acting out aspects of the story</p> | <p><u>Children will:</u> Embed the interaction and experiences from their visit to Chiltern Open Air Museum Build a vocabulary of conversation, and ‘feeling’ to use within their writing</p> |
| <p>Revisit the context explored prior to your visit – identify new contextual understanding</p> | <p>Explore with the children the context they experienced at the Museum – what particularly impacted them – can they now understand, more fully, how evacuees may have felt and how Willie might have felt when taken out of the blitz and his home situation?</p> <p>Photographs of the day can support their recall.</p> <ul style="list-style-type: none"> • Revisit each of the workshops: Mrs Brant with her Indoor conveniences: Mr Tom and the paintings he shared – did he seem proud of Willie – why?: Mrs Hartridge – what was it like to attend a 1940’s School? • Collect words to describe each of these experiences and build a word picture of the different contexts explored during their day | <p>Group collating of vocabulary Talk partners Independent recording onto white boards/ workbooks Photographs used to recall experiences</p> | <p>Children will: Revisit their memories of the day and draw on these Embed their experience by talking about it Record key vocabulary to describe the various contexts they accessed while on their visit</p> |
| <p>Produce a quality piece of creative writing</p> | <p>Using the collated vocabulary and discussions during the previous four sessions, work with the children as is appropriate for your class group to create creative writing based upon the story of Goodnight Mr Tom and the WW2 context for the story.</p> | <p>Techniques most appropriate for your class group may include:</p> <ul style="list-style-type: none"> • Class group drafting • Paired talking and writing • Independent writing • Story boarding | <p>Children will: Produce a piece of quality writing reflecting the characters and context they have experienced, based on</p> |

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| | You may wish to draft many times before the final story emerges. | https://www.youtube.com/watch?v=OU69sG0efO8 | the story of Goodnight Mr Tom |
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