

STEM through Stories planner for “Where the River Runs Gold”



By Sita Brahmachari

Please note that these are **suggestions** and by no means prescriptive.
Teachers are welcome to use and adapt plans and resources to suit their needs.


All STEM links are highlighted in yellow.


Link to overview and all chapters rather than specific: <https://drive.google.com/drive/folders/1LtloOEQFPFLZtEwGjml-DCiz-QdHLTof?usp=sharing>






Suggested blocks of learning (Chapters)	Suggested Learning Activities and links to SDG Goals	CfE Experiences and Outcomes
	 <p>SDG4 Quality Education "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" applies to every activity.</p>  <p>SDG3 Good Health and Wellbeing "To ensure healthy lives and promote well-being for all at all ages." applies to activities especially those carried out outdoors as research suggests that being outdoors promotes good health and wellbeing.</p>	
<p style="text-align: center;">The Eye of the Storm</p> <p style="text-align: center;">Ten Years Ago - The Night of Hurricane Chronos</p>	<p>Read the Title and the Blurb on the back of the book.</p> <p>Pupils to predict what they think the book is going to be about.</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a</p> <p>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I</p>




		<p>regularly select subject, purpose, format and resources to create texts of my choice. LIT 2-01a</p> <p>Benchmark:</p> <p>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.</p>
	<p>Map reading Pupils look at the map of Freedom Fields at the beginning of the book. Pupils to revise compass points (The orchard is north of the pollination tunnels etc) https://docs.google.com/document/d/1ItYac9Q0Vhlp3CDdd7vRVDn5qYgfp58KXMjCpA8V0MY/edit?usp=sharing</p> <p>Outdoor learning/Orienteering/Compass Points Map Reading: https://drive.google.com/drive/folders/1I4C8T8G-omZiUCmdgTmnk6PgV8zTmkIP?usp=sharing</p>	<p>Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c</p> <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a</p>
	<p>Hurricane in a Bottle Experiment https://docs.google.com/document/d/16RnIR1RTT7hwxU4iTATagCmCLUArDygE9kDEARNbwtl/edit?usp=sharing</p> <p>Hurricane in a Bottle Science Experiment - YouTube</p>	<p>Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a</p> <p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b</p>


		
		<p>Meanings of Names - Shifa means “healing” in Islam. Find out what your name means using this website https://www.meaningofthename.com/</p> <p>Use digital technology to generate a word cloud using: https://wordart.com/</p>
		<p>Personification</p> <p>https://docs.google.com/document/d/1U0KXnQwtK79OoqEoOvhEltg_i008Kg4GA-cVcjfdAU/edit?usp=sharing</p>
		<p>Oak tree – identify trees and plants in the local area. Identify lichens on trees which indicates if there is nitrogen in the atmosphere</p> <p>Tree Identification Guide: https://drive.google.com/file/d/1IU-8W8RuW0xu9HFbh22MvoOJjSdquszU/view?usp=sharing</p>
		<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p>
		<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p> <p>Benchmarks:</p> <p>Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</p>
		<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p> <p>Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p>


	<p>Opal Survey: https://drive.google.com/file/d/1bgeo3nOSELe19Plpw4Ar8-vTOF3kCjj5/view?usp=sharing</p> 	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p> <p>When listening and talking with others for different purposes, I can: share information, experiences and opinions, explain processes and ideas, identify issues raised and summarise main points or findings, clarify points by asking questions or by asking others to say more. LIT 2-09a</p> <p>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a</p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b</p> <p>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a</p>
<p>Part One Over the Threshold Chapter One</p>	<p>The Freedom Fields Brochure, adorned by yellow sunflowers and smiling faces, read: Freedom Fields Family 'Stronger Together' Education, Healthcare, Work Experience, Training Food, Fresh (air), Fair (treatment), Freedom and Fun A Family for Life</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>

	<p>Write a Brochure to advertise your class e.g.</p> <p>P7 Class ‘Helping each other succeed’ Education, Success, Hard-working, Learning, Active, Equity, Fun Classmates for Life</p>	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
	<p>Make Bread</p> <p>Easy white bread recipe BBC Good Food</p> <p>Chemistry of Breadmaking: An Introduction to the Science of Baking - YouTube</p> 	<p>I am developing dexterity, creativity and confidence when preparing and cooking food TCH 2-04a</p> <p>I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a</p>
Chapter Two	<p>Discussion Questions:</p> <ul style="list-style-type: none"> • Why do you think all the real trees have disappeared? Why is this frightening? • What do the Graffitrees symbolise? Explain your ideas. • Why do you think Aunt Lottie describes them as a ‘beautiful protest? What does this suggest? • How does the topic of ‘Climate Chaos’ in the book relate to Climate Change on our planet today? 	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking. LIT 2-02a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>

	<ul style="list-style-type: none"> What lessons can we learn from the text about pollution and the natural world? <p>https://docs.google.com/document/d/1oPSGuYZAQGpqCqN6eMMkH7iFYOHdIn8g/edit?usp=sharing&oid=112042596112081201194&rtopof=true&sd=true</p>  	
	<p>Take part in a debate about the pros and cons of Graffiti (Graffitrees)</p> <p>https://docs.google.com/document/d/1ilOE4zbLb4lQJy8LpsaA0W-RiYFqHsPTQfOdd8hJLk/edit?usp=sharing</p>	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a</p>
	<p>Explore the issue of Climate Change.</p> <p>https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources</p> <p>https://www.hachetteschools.co.uk/hachette-schools-resources/hachetteschools-resources-key-stage-2/2019/07/08/where-the-river-runs-gold-teaching-resources/</p> <p>When the River Runs Gold Resource Link</p>	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p> <p>I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p>


	<p>Climate Change Resource List: https://docs.google.com/document/d/1j4-AyjqL-A8KZ7mksWTBLz-PZPDioT4qccWfxsAL1QY/edit?usp=sharing</p>  	
	<p>Draw or create (with materials such as Lego, recycling materials, clay, cardboard etc.) the Graffitree from Shifa's perspective, making your drawing/sculpture as bright and colourful as possible. You may wish to include the backdrop of the city's 'grey-shadow walls' to form a contrast with the beauty of the tree.</p>	<p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>
	<p>The importance of bees Why bees matter (fao.org)</p> 	<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b</p>
	<p>Write a creative piece of writing inspired by the natural world. It could be a tree or any green space like a park or wood. You could even use the sea or a beach or any other</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p>

	<p>aspect of nature that inspires you. Make your writing as descriptive as possible so that the reader can picture it as clearly as you saw the Graffitree in your mind.</p> <p>An Example of a Creative Writing Piece WAGOLL</p>	
Chapter Three	<p>Needs v Wants</p> <p>The agora was full of useless expensive things for paragons that would only make them <i>want, want, want</i>.</p> <p>https://drive.google.com/file/d/1sC-OpUnkB1r2XIJkZBsDsr6AsfNTNzBX/view?usp=sharing</p> <p>https://drive.google.com/file/d/1IVTs0UPdprHtWwfmsWwRdtKYKN3vcDWm/view?usp=sharing</p> <p>https://docs.google.com/presentation/d/18D6P9W4AtltrHOz36bxmamJZzSAVL3vP/edit?usp=sharing&ouid=112042596112081201194&rtpof=true&sd=true</p> 	<p>I can explain how the needs of a group in my local community can be supported. SOC 2-16a</p> <p>Benchmark: Describes the basic needs of human beings.</p>

	<p>Pollination - The bees in the story have died out and beedrones are used to pollinate the flowers.</p> <p>https://drive.google.com/file/d/13jwgV9SFtAv02yqTg4Ow7vRvoeZsr3ZD/view?usp=sharing</p> <p>https://drive.google.com/file/d/1GnQQXPWfX4bL3t9MQouUuaJqdgUIN--y/view?usp=sharing</p> 	<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p> <p>I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a</p>
Chapter Four	<p>Character Examiner</p> <p>https://docs.google.com/document/d/1lvM5QXzsg9dZnSc6ZzIUftq13Xdo8tjxV-fFIMPoEvU/edit?usp=sharing</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p>
	<p>Profit and Loss</p> <p>The currency in the novel is 'groits'</p> <p>Shifa sold her hair for 500 groits and the price for full head hair extensions is 1000 groits, which is 100% profit.</p> <p>Level 2 Profit and Loss Unit (paperzz.com)</p>	<p>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. MNU 2-09C</p>


Chapter Five	<p>Question Maker https://docs.google.com/document/d/1oyoVcW5h-90Z3le9sskeHIP4eS--uHgFyQ78AOeerbA/edit?usp=sharing</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>
Chapter Six	<p>Discussion Questions:</p> <p>What does Themba's rhyming note mean? Why are stories so important to Themba in particular? Why is the story hive so significant for Shifa's family? How could it get them into trouble? Can you think of examples of different stories that are told over the course of the book? Who tells them? Which characters don't like or don't believe in stories? Why do you think they feel this way? How do stories help Shifa in her quest? Which story in particular do you think is most significant and why? https://docs.google.com/document/d/13gUocIXvpAuaim7gKxYUWjETVEcy6UHqymDoFzVhoE4/edit?usp=sharing</p>	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>
	<p>Create an origami flower http://www.origami-instructions.com/origami-flowers.html</p>	<p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>Benchmark:</p>



		Follows a step-by-step process to develop and communicate ideas in response to a design brief.
	Create a Story Hive https://drive.google.com/file/d/16NSVrsLzJgE_hzg7AZPyw9mgfSrO17YY/view?usp=share_link	<p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a</p>
	Research online to find out the definition of a 'skep' - "Skeps were given as wedding presents to newlyweds to start new lives together." Share your understanding with others.	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p>
	Destruction of forests Eco Systems - What is Deforestation? Powerpoint https://docs.google.com/presentation/d/176inHOMFjzMbKCtltA4kx7nGC2zYaFup/edit?usp=sharing&ouid=112042596112081201194&rtpof=true&sd=true What is Deforestation? Teacher Notes https://docs.google.com/document/d/1TQkyMmAOTRR8FSgsAAGVKZpkt8y2gndV/edit?	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p> <p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p> <p>I can use my knowledge of the interactions and energy flow</p>



	<p>usp=sharing&ouid=112042596112081201194&rtpof=true&sd=true</p> 	<p>between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a</p>
	<p>The importance of Recycling - Circular Economy</p> <p>Circular Economy - YouTube</p> <p>What is a circular economy? https://docs.google.com/document/d/1M19LdsNgPiluPo0mOM95KDbAOMr5EjjP4Ys2PjH5XgA/edit?usp=sharing</p> <p>Circular Economy powerpoint: https://docs.google.com/presentation/d/16vGJVig-H2jB-G3ssddCKq7qNiOfudpp/edit?usp=sharing&ouid=112042596112081201194&rtpof=true&sd=true</p> <p>Information for Circular Economy powerpoint: https://docs.google.com/document/d/1WgonDj_s3_P-pXW7wxA43UfqmNTwBL1Anrz_xXYh8n4/edit?usp=sharing</p>	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p> <p>I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a</p>

		
	<p>Using recycling materials, create something new.</p> 	<p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>

Chapter Seven	<p>Word Wizard</p> <p>https://docs.google.com/document/d/1FisAQI3zbQcF3SyQsrrcc8-MDxEX4PidjLwejHv6BXc/edit?usp=sharing</p>	<p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a</p> <p>Benchmark: Uses strategies and resources to read and understand and clarify unfamiliar vocabulary, for example use a dictionary.</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>
	<p>Ordnance Survey Maps</p> <p>Learn how to read Map Symbols</p> <p>https://docs.google.com/presentation/d/1bKf2p2jzWtLBum90gzy9fiD0ZzWNo6V/edit?usp=sharing&ouid=112042596112081201194&rt=pof=true&sd=true</p> <p>Look at Ordnance Survey Map of your area:</p> <p>Pin point and share locations with dropped pins OS Maps</p> <p>https://www.ordnancesurvey.co.uk/mapzone/map-skills/map-symbols</p> <p>https://www.ordnancesurvey.co.uk/mapzone/map-skills/compasses-and-directions</p> <p>https://www.youtube.com/watch?v=o1NfYYkezys&t=33s</p>	<p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a</p>


	<p>Make Recycled Paper - Why is it important to recycle?</p> <p>https://docs.google.com/document/d/1TU7niHQPZp5exNYF4FWE6ThmUCvTbHU2/edit?usp=sharing&oid=112042596112081201194&rtpof=true&sd=true</p> 	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p> <p>I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p>
	<p>Use Technology to see how your name would be written in calligraphy font</p> <p>https://www.fontget.com/discover/calligraphy/</p> <p>Learn how to use basic calligraphy strokes and then write your name:</p> <p>https://www.youtube.com/watch?v=BO66GJxkbW0</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>I can consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>
	<p>Write a story about “making a wish”</p> <p>https://docs.google.com/document/d/12lkpLjwejJ9aePTcolM_A494BeviuX7Jfs4_yo-tgl/e</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p>

	dit?usp=sharing	
Chapter Eight	<p>Conduct a study of particulate matter in the air</p> <p>https://docs.google.com/document/d/1I8hnB-yW50C5ZOE7CqYFKY6RBOVYPMK0TyazzrXIWWA/edit?usp=sharing</p>  	<p>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a</p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b</p> <p>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p>
	<p>Visit the following website to find air quality data in Scotland:</p> <p>http://www.scottishairquality.scot</p> <p>Use the data of the air quality stations to make graphs to compare how pollution levels</p>	<p>Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. MNU 2-20a</p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b</p> <p>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a</p>

	<p>have varied in your regions over the last few years.</p> <div>   </div>	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p>
	<p>Shifa thinks that “not taking care of the planet felt like destroying the thing that most cared for you.”</p> <p>Watch World's Largest Lesson</p> <p>https://www.youtube.com/watch?v=UnXXYEe4S7c</p>	<p>I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a</p> <p>I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a</p>
	<p>Create a poster about what humans can do to take care of the planet.</p> <p>https://docs.google.com/document/d/1psG18sdH6kdvU2QG6ruT7h9Y64fqS67UaRX6s_HQk3A/edit?usp=sharing</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
Chapter Nine	<p>Alliteration</p> <p>https://docs.google.com/document/d/1fOMgTnD-DCPgJik5c24-78-FtmP32ZijPZQbD6dxcIQ/edit?usp=sharing</p>	<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p> <p>Benchmarks: Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</p>


	<p>Alternative words/Synonyms for 'said'</p> <p>https://drive.google.com/drive/folders/1RzeWAkY_YJdNkh3HrHKEcevbqndtvS3-?usp=sharing</p> <p>Sita Brahmachari uses synonyms for said. "Good Morning, Principal Da-vi-ala," they echoed, is an example used, on page 85.</p> <p>Re-read chapter nine and write down all the synonyms used for 'said'.</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>
Chapter Ten	<p>Create a Video to be viewed by scanning a QR Code</p> <p>The Freedom Fields Family were all given sunflower tattoos and the seed pattern at the centre are all unique, just like a QR Code.</p> <p>Make a video to tell others what your favourite part of the book is, so far. Then upload it and create a QR Code so that others can scan and watch your video:</p> <p>https://www.qr-code-generator.com/solutions/video-qr-code/</p>	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p>

Chapter Eleven	<p><u>Descriptive Language</u></p> <p>The author describes Kairos Central Station with descriptive language <i>“Every surface dazzled. The centre of the building was a giant sparkling dome of diamond-cut Solarmirrors. To its left and right were two oblong structures covered in sleek mirror sheets. The central station resembled a giant jewel sandwiched between silver slices.”</i></p> <p>Read another example of descriptive language about the wind:</p> <p>https://docs.google.com/document/d/1aaFJwiPNj5dkSHXFjul_kAETebZ3MKw5/edit?usp=sharing&ouid=112042596112081201194&rtpof=true&sd=true</p> <p>Write a descriptive sentence of your own.</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
<p>Part Two Pollination Farm Chapter Thirteen -</p>	<p><u>Illustrator</u></p> <p>Your task is to draw a detailed picture of The Pollination Farm as described in chapter 13.</p> <p>Write a short description of the scene underneath your picture to explain the different parts of your picture.</p> <p>https://docs.google.com/document/d/12sP2eXFXfKlqRNoKDp3Kq4toMUau3jfkq-aHV_8T</p>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p> <p>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 2-01a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>



	Wfl/edit?usp=sharing	
Chapter Fourteen	<p>How much water do you use? Research and present data in a graph</p> <p>The Instructions on the wall read:</p> <p><i>Step onto the shower plate.</i></p> <p><i>Soap thoroughly.</i></p> <p><i>Warning! No water wastage. Supply time limited.</i></p> <p>https://www.teachengineering.org/activities/view/cub_dams_lesson01_activity1</p> 	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a</p> <p>I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a</p> <p>I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b</p>
Chapter Fifteen	<p>Art - Draw a picture of 'Survivor Tree' as described in chapter 15.</p>	<p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p>
	<p>Research Facts to create a Fact File</p> <p>Research facts about Oak Trees and create</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p>


	<p>a Fact File:</p> <p>https://docs.google.com/document/d/12sP2eXFXfKlqRNoKDp3Kq4toMUau3jfkq-aHV_8TWfl/edit?usp=sharing</p>	<p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p> <p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p> <p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p>
Chapter Sixteen	<p>Comprehension</p> <p>https://docs.google.com/document/d/1Nx0Hma4oRKoGap8t89N8beA3YI0wN5K9uhbYwV6oxxE/edit?usp=sharing</p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>

Chapter Seventeen	<p><u>Similes - Examples from chapter 17</u></p> <p>“She had not heard him panic whistle like a steam kettle for so long.”</p> <p>“The words hissed like venom from her mouth.”</p> <p>“Was he attempting to stamp it out before the spirit contained in them spread like wild flowers.”</p> <p>Play Simile Bingo</p> <p>https://drive.google.com/file/d/1Jj6lokIUo6YgPI2-tUzSUN7GWEX9Fzz0/view?usp=sharing</p>	<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p> <p>Benchmarks:</p> <p>Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.</p>
Chapter Eighteen	<p><u>Learning for Sustainability - SDG 4 - Quality Education</u></p> <p><u>UNCRC - Article 28 (Right to Education)</u></p> <p>Shifa learns that she will not be going to school in chapter 18:</p> <p>“School has to be suspended for the time being, due to emergency quota demands.”</p> <p>“But it’s our right!”</p> <p>Research SDG4 and the UNCRC - children’s rights.</p> <p>Explore issues why so many children</p>	<p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b, RME 2-02b</p> <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17</p>

	<p>cannot go to school</p> <p>https://en.unesco.org/themes/education/sdgs/material/04#primary</p> <p>https://docs.google.com/document/d/1tcR_W0DJ7HTeWtRIVQYZT4JX_Qf3XvgXA4A1XEjqbbU/edit?usp=sharing</p> 	
Chapter Nineteen	<p><u>Draw/Paint Sunflowers (Van Gogh inspired)</u></p> <p>Shifa harvested sunflowers in the 'harvesting section' in chapter 10.</p>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a</p>
	<p>Do some research about the famous artist Vincent Van Gogh and then draw or paint sunflowers, inspired by Vincent Van Gogh, using the template or create your own.</p> <p>https://drive.google.com/drive/folders/1vNBYoMzqUnAr_32GCAYzVQY3oiTyiYM7?usp=sharing</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p>

	<p>Write a biography of Vincent Van Gogh.</p> <p>Read examples of biographies here and then write your own:</p> <p>https://www.literacywagoll.com/biographies.html</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p>I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p> <p>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
	<p><u>Write a Social Justice recipe</u></p> <p>https://docs.google.com/document/d/1XyKD5buPWcSaBhFME4SfAxSxtNCPmjRsGHiV7Y4W1gA/edit?usp=sharing</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>


		
Chapter Twenty	<p>Write a letter home to your parents/carers, from Freedom Fields</p> <p>In chapter 20, Shifa writes a letter to Nabil.</p> <p>Imagine you are a child trapped in Freedom Fields. Write home to your parents/carers to tell them about what is happening to you there.</p>	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>
Chapter Twenty One	<p>Research the Bark Beetle</p> <p>https://headwatersscienceinstitute.org/mountain-pine-bark-beetle-lesson-packet/</p> 	<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p>

Twenty Two	<p>Make seed bombs</p> <p>https://scottishwildlifetrust.org.uk/resource/make-your-own-seed-bombs/</p> <p>https://docs.google.com/document/d/1wrAeHAY81TpdSNofuY4kWIBoyscbGhxjEr4JCiYwAGc/edit?usp=sharing</p> 	<p>I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a</p>
Twenty Three	<p>Comprehension</p> <p>https://docs.google.com/document/d/1LXGzEqbNN4X2-EG5LDhVO3FhETsKW5dgfsYIXPFzdek/edit?usp=sharing</p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>
Twenty Four & Twenty Five	<p>Summariser</p> <p>https://docs.google.com/document/d/1cfnjiWgdY2hid44bBi0ktFgDWWhJIByBJhypL77PXzal/edit?usp=sharing</p>	<p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text</p>

		<p>and use supporting detail. LIT 2-16a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
Twenty Six	<p>Floating and Sinking</p> <p>Shifa, Themba and Luca escape in a boat.</p> <p>Learn why things float:</p> <p>https://docs.google.com/presentation/d/1eOqUljDeOHL1iuwKtemIEA89HZi7pLNt/edit?usp=sharing&ouid=112042596112081201194&rt=pof=true&sd=true</p>	<p>By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. SCN 2-08b</p>
	<p>Use recycling materials to design and create a boat that will float.</p>	<p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>

<p style="text-align: center;">Part Three River</p> <p>Chapter Twenty Seven to Chapter 36</p>	<p>Read Part Three (Chapter 27-36) and create a comic strip with all of the landmarks that Shifa, Themba and Luca pass. Sequence these in chronological order.</p> <p>https://drive.google.com/file/d/1k9ipbefKxIDljdc6Jy3hifM_awE2HzHw/view?usp=sharing</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p> <p>I understand the operation of a process and its outcome. I can structure related items of information. TCH 2-13a</p>
	<p>Read Extract Four (from Chapter 29) and answer the discussion questions:</p> <p>https://drive.google.com/drive/u/1/folders/1Ltl0OEQFPFLZtEwGjml-DCiz-QdHLTof</p>	<p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p>

	<p>Write a poem or create a card to show someone that you love/care for them.</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>
--	--	---

<p>Part Four Meteore (Between Earth and Sky) Chapter Thirty Seven</p>	<p>Purification of water experiment</p> <p>Shifa drank the ‘cleanest, softest water she had ever tasted.’ (page 303).</p> <p>Unpolluted, clean water is important for both humans and animals. Conduct an experiment to purify water.</p> <p>https://docs.google.com/document/d/1Yr-vsJKVhw8u8lJDFNvTiYb0_k9xu5gaiMR70pa3Q/edit?usp=sharing</p> 	<p>I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water. SCN 2-18a</p>
<p>Chapter Thirty Eight</p>	<p>Comprehension</p> <p>https://docs.google.com/document/d/1F7UT2k8kPXvwtUkuu3TsQzNGQY9bERKfvIPr8GlXQZ8/edit?usp=sharing</p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>

<p>Part Five Over the Threshold Chapter Thirty Nine</p>	<p>Create an origami flying paper bird and then create a paper aeroplane. Which one can fly the furthest/highest? Investigate.</p> <p>An eagle soared above Shifa in chapter 30. Watch the video and create an origami flying bird. https://www.youtube.com/watch?v=kfG6u7pTFrA</p> <p>Now, follow the instructions to make a paper aeroplane. Which one flies the farthest? Measure it. Can you modify it to improve it (Engineering Design process).</p> <p>https://youtu.be/b0ISWaNoz-c</p> <p>https://docs.google.com/document/d/1aH632j-oC4V5II5XU91EeEwcHJga4bXnMwSqte4tFJA/edit?usp=sharing</p>	<p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p> <p>I can extend my knowledge and understanding of engineering disciplines to create solutions. TCH 2-12a</p> <p>By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a</p>
<p>Chapters Forty - Forty One</p>	<p>Read the last two chapters of the book then discuss the ending with your peers.</p> <p>Write a book review:</p> <p>https://docs.google.com/document/d/1CvT95pcuXWXq-9ScM2jHimcA6jLk-S-u/edit?usp=share_link&oid=112042596112081201194&rt=pof=true&sd=true</p>	<p>Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a</p>

