Literacy – ‘The Iron Man’

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| **Pupils** M1 | Staff: Claire, Emma, Benita, Janet, Sue | **Term** Spring 2020 |
| Resources Metal objects. Large cymbal. Torches, triangles, ocean drums, rain sticks, large drums, wind machine, scented fabric, scented flowers, black dragon attached to cane, iPad or switch with ‘hip hip’ | | |
| Preparation Activities Pupils to be positioned where they can see the visuals | | |
| Points to note This plan may change depending on responses on the day. We may need to improvise around responses. ‘What we’re looking for’ targets may be interchangeable, but surprising results will be shared during the plenary celebration of excellent work. Targets within ILPs are within our minds throughout the session, as are b squared assessment areas and the Routes for Learning Routemap. New and different responses are also important. Quality of interactions between pupils and staff and pupils and objects / visuals / instruments are more important than every pupil ‘having a turn’ for every element of the story. Some pupils may need more input for each area, or it may be a strength or part of the story that they particularly enjoy. Pupils waiting also can encourage pupils to show that they want more of something or show that they are ‘Objecting to the termination of an interaction’ (R4L) also ‘Sharing Attention’, ‘Attracting Attention’. | | |
| Objectives/What to look for… | | |
| **All Pupils:**  Engagement in spoken voice  Engagement in the environment  Show awareness of props - reach out for the props and interact with them  **Most pupils**:  Indicating ‘more’ or ‘no more’ of the experience  Engagement / Tolerance of the session  Independent exploration  **Some pupils**:  Respond with vocalisations, gestures, facial expressions  Show an emotional response | | |
| Narration and Learning experiences and Teaching activities | | |
| **Slide 1** – Introduce the session with The Iron Man book and story symbol - white lights | | |
| **Slide 2** - Image of the Iron man to be projected. And ‘Romeo and Juliet’ Dance of the Knights to play. No lights.  Pupils to explore metal objects and bells independently. Wind machine to be on. | | | |
| **Slide 3 & 4 -**  ***"The Iron Man came to the top of the cliff.***  ***How far had he walked? Nobody knows.***  ***Where did he come from? Nobody knows.***  ***How was he made? Nobody knows.***  ***The wind sang through his iron fingers.***  ***His iron ears turned, this way, that way. He was hearing the sea.***  ***His eyes, like headlamps, glowed white,***  ***Slide 4 then red, searching the sea.***  ***And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.***  ***Slide 5***  ***CRRRAAAASSSSSSH! Down the cliff the Iron Man came toppling, head over heels. CRASH! CRASH! CRASH! From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.***  ***All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.***  Pupils and staff to throw metal objects onto the floor  Adult to hit large cymbal and offer to pupils to play | | | |
| **Slide 6**  ***‘Then……Silence….. only the sound of the Sea”*** Lights / projections to be turned on to blue, and sea visual Ocean drums, rain sticks to make the sound of the sea, adults to make a ‘shhh’ sound using their voices. Remove instruments and let the room fall silent and respond to the sounds the pupils make | | | |
| **Slide 7**  ***The Seagull looked around and a head, then found an arm and then another. The other found a hand and then another. Soon they found a leg and then two feet.***  **Click slide for each bodypart**  To touch these body parts with firm touch and strokes. Extend this and take time over firmly touching each body part using key words | | | |
| **Slide 8**  Lights to be turned off to dark.  ***Hogarth went down to the Sea. Hush said the Sea, hush, hush, hush.***  ***Suddenly he felt a strange feeling. He felt he was being watched.***  ***He felt afraid. He turned and looked to the top of the high cliff, a huge dark figure climbed up over the cliff-top. A giant black figure, taller than a house, black and towering in the twilight. The Iron Man! Hogarth began to run. He ran and ran. Home. Home. The Iron Man had come back to eat their tractors and their washing machines and their saucepans….***  Staff to run around the space shouting ‘The Iron Man’, ‘The Iron Man’ with hands in the air. Keep stopping and await indication from pupils they want it to continue. | | | |
| **Slide 9**  ***So he got home at last and gasping for breath he told his dad. An Iron Man! An Iron Man! A giant!***  Staff to shout and scream and then during the pause to respond to the sounds that the pupils make. ‘Oh no!’ ‘AAAAAAAAh’ ‘What will we do?’ ‘Oh dear me!’  ***Hogarth, his dad and the villagers came up with a plan, they would dig a giant hole to trap the Iron Man.*** | | | |
| **Slide 10**  ***Clink, Clink, Clink! Said Hogarth Come into the giant hole that we have dug for you. Again, Clink, Clink, Clink! The Iron Man was coming. Clink, Clink, Clink! went the nail on the knife. The Iron Man vanished. He was in the pit. The Iron Man had fallen into the pit and was buried there forever.***  Narrator and all staff to make the ‘clink clink’ sound using metal instruments.  Staff just to repeat ***‘Iron Man, Iron Man come into the hole’.*** To stop and wait for responses. | | | |
| **Slide 11**  Light through the tree’s projections and yellow light. Birdsong sound effect. Scented fabrics/flowers. Staff to hold out scented fabrics for pupils to smell or hold.  ***So, the Spring came round the following year, leaves unfurled from the buds, daffodils spread up from the soil, and everywhere the grass shook new green points. The round hill over the Iron Man was covered with new grass.*** | | | |
| **Slide 12**  Beating heart projection with drumming music  ***Then suddenly the ground began to shake…***  Drums to be beaten by staff and pupils. Member of staff to stomp around to the beat of the drum (follow the rhythm set by pupils or staff)  ***The Iron Man was back!!*** | | | |
| **Slide 13**  ***Then Hogarth had an idea….Instead of eating the people’s tractors the Iron Man could eat their junk.***  ***There was a great scrap-metal yard. Everything was there, old cars by the hundred, old trucks, old railway engines, old stoves, old refrigirators, old springs, bedsteads, bicycles, girders, gates, pans – all the scrap iron of the region was piled up there, rusting away. “There,” cried Hogarth. “Eat all you can. Never before had the iron man eaten such delicacies. The people of earth and the Iron Man were now friends.*** | | | |
| **Slide 14**  Heartbeat projection and red lights on  ***One night above the Earth there was one star that was growing bigger and bigger. Then the star stopped and hung over the earth a big gloomy red cloud Then from the star came a dreadful silhouette, a black horror, With slow, gigantic wingbeats, with long, slow writhings of its body, it was coming down through space, outlined black against its red star.***  **Click slide**  Circulate around the pupils with a black dragon tied to a cane. Move it fast and slow over the pupils to encourage reaching out.  ***This creature had come from the depths of space, out of the heart of a star. For a whole day, while the people of the earth trembled and wept and prayed to God to save them, But the next morning, early, its giant voice came rumbling round the world. The space-bat-angel-dragon was speaking. It wanted to be fed. And what it wanted to eat was – living things. People, animals, forests, it didn’t care which, so long as the food was alive.***  Member of staff to make a low deep rumbling sound into the microphone. | | | |
| **Slide 15**  ***Hogarth had heard this news, everyone on Earth had heard this news, so he decided to ask the Iron Man to help. The Iron Man had had the most stupendous idea. The Iron Man would go out, as the champion of the earth, against this monster from space***  Circulate around the pupils flexing muscles like a fighter about to enter the ring.  ***…. And the iron Man won!***  Offer the iPad and look for pupil indication they wish to have the iPad. On an iPad have ‘Hip hip’ and all staff to respond with ‘Hurray’ after this has been pressed. | | | |
| **Slide 16**  ***“From now on you are the slave of the earth. What can you do?”***  ***All we do in space is fly, or make music.” “Haven’t you heard of the music of the spheres? All the spirits inside all the stars are singing. The music of the spheres is what makes space so peaceful.”***  ***“Well, you can sing for us instead,” said the Iron Man. The music of the spheres might do us all good.”***  ***The whole world could hear him, a strange soft music that seemed to fill the whole of space, a deep weird singing, like millions of voices singing together.***  ***The Iron Man had become a hero. And the space-bat-angel’s singing had the most unexpected effect. Suddenly the world became wonderfully peaceful. The strange soft eerie space-music began to alter all the people of the world. They stopped making weapons. The countries began to think how they could live pleasantly alongside each other. All they wanted to do was to have peace to enjoy this strange, wild, blissful music from the giant singer in space.***  **Slide 17**  Listen to the music and respond to any interactions from pupils. | | | |
| Plenary to share pupils’ achievements. | | | |