

English planning and resources

Planning and Resources

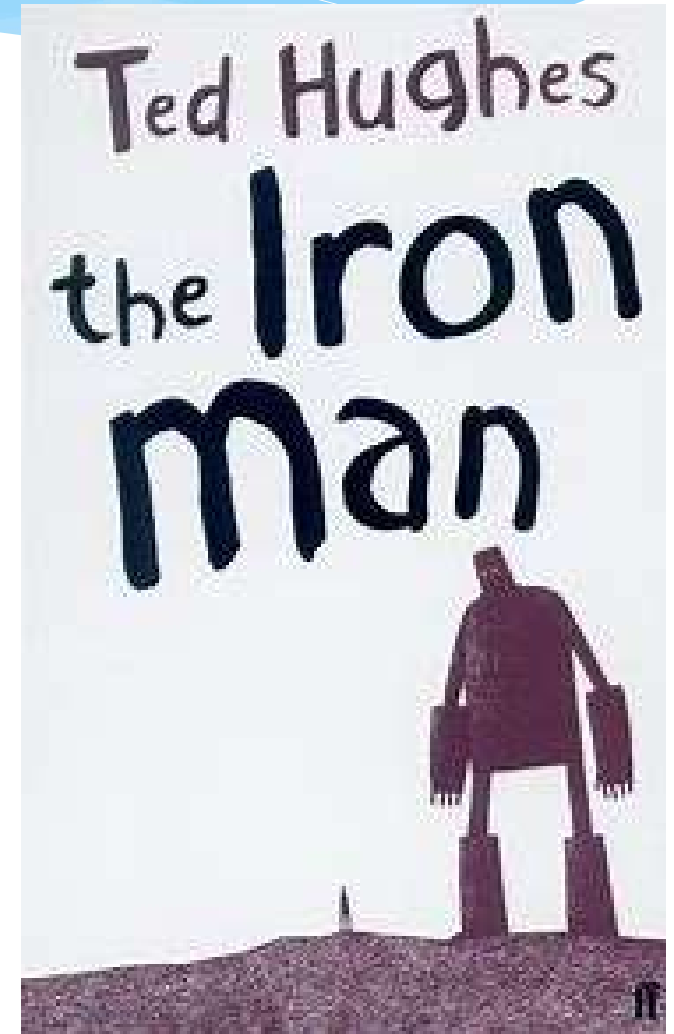
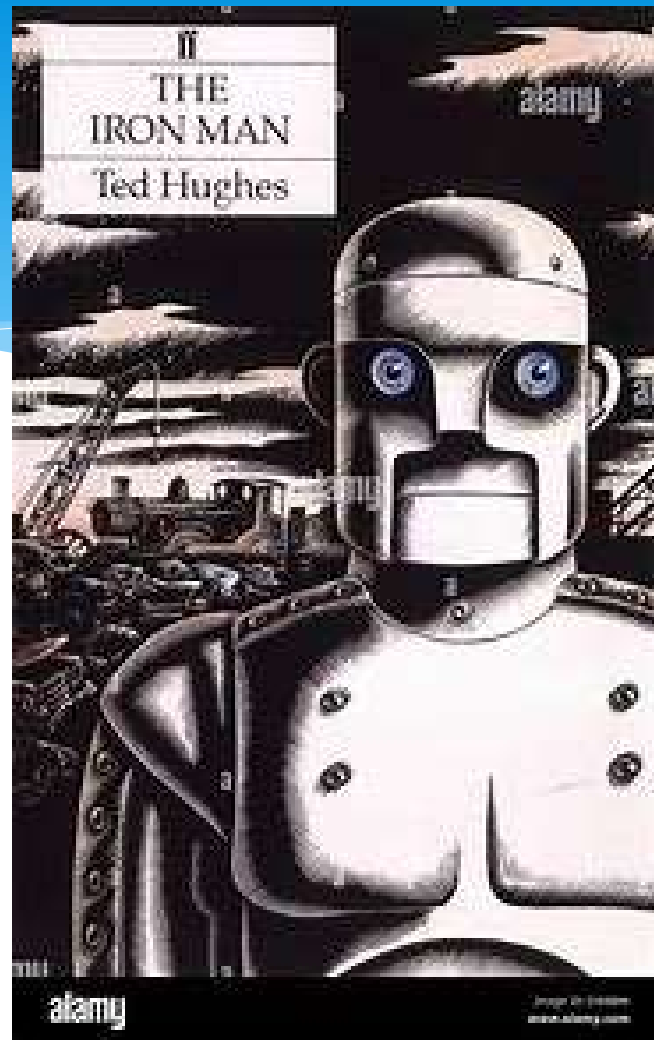
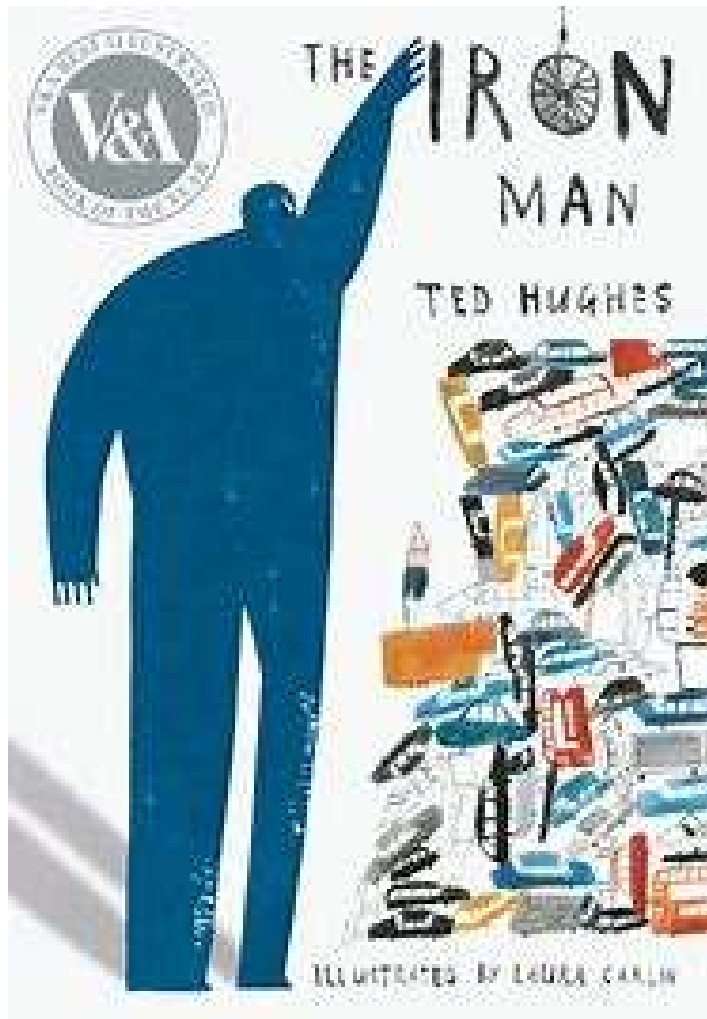
School -

Year group (s) – 2

Teacher –

Text – The Iron Man

Term – Spring 2



Overview – original

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Sp7	POR 1 responding	POR 2 acting out	POR 3+4 mapping story so far – similes focus	POR 7 diary as character - Recap word classes add determiner	Read whole story – then learn model text of story with actions	The Iron Man By Ted Hughes	The Iron Giant story to be told – problem resolution story
Sp8	Retelling of story and Box up story	Tadpoling – focus specific adjectives	SBW focus - Cohesion of text through pronouns shared writing and practice	SBW focus - expanded noun phrases and adverbials	Shared writing – innovation of plan, opening, build up		
Sp9	Shared writing – innovation of problem, resolution and ending	Independent plan journey story – drama and oral rehearsal of story	Independent opening and build up (Hot task)	Independent problem resolution ending (hot task)	Edit, improve, perform		
Sp10	POR 8 – introduce discussion text model	POR 9 (discussion text not letter) boxing up	Contrasting conjunctions focus during tadpoling	Key phrases focus – on the one hand / on the other hand / some people believe...	Shared writing – innovation opening and reasons for	Discussion text – what should the farmers do about the iron man?	
Sp11	Shared writing – innovation reasons against and closing	organising info and planning own discussion text	write own discussion text – opening and reasons for (hot task)	write own discussion text reasons against and closing hot task)	Edit, improve and perform / share		
Sp12	POR 5 – focus on dialogue between characters	Model text to have poem with focus on Question marks	Shared writing – innovate poem for a different section of story	Write own question and answer poem from different section of story (hot task)	Edit, improve, perform	Questions and answers poems – conversation between Hogarth and the Iron Man	
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							

Writing outcomes and SPAG focus

Writing outcomes

- * Problem / resolution story
- * Discussion text
- * Question and answer poem

SPAG focus

- * Similes
- * Word classes – including determiners
- * Contrasting conjunctions
- * Question marks and question words

Genre objectives and NC objectives

Problem / Resolution Story Expectations Y2	National Curriculum Writing Expectations Y2
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening – Main character is introduced	Plan my work on paper.
Build up – Main character goes to a new setting	Check my work for spelling, grammar and punctuation mistakes.
Problem – There is a problem	Check my work to make sure it makes sense.
Resolution – There is a resolution	Use statements, questions, exclamations and commands.
Ending – Main character is happy again	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

Genre objectives

Shape / Sense / Questions and riddles / Rhyming couplets / Classic
/ Performance
Poetry Expectations Year 2

Talk about own views, the subject matter and possible meanings

Comment on which words have most effect, noticing alliteration

Discuss simple poetry patterns

Perform individually or together

Speak clearly and audibly

Use actions and sound effects to add to the poem's meaning

Experiment with alliteration to create humorous and surprising combinations

Make adventurous word choices to describe closely observed experiences

Create a pattern or shape on the page; use simple repeating phrases or lines as models

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

* Link below

[Iron Man illus. L Carlin TS.pdf \(clpe.org.uk\)](#)

Links to other texts and resources

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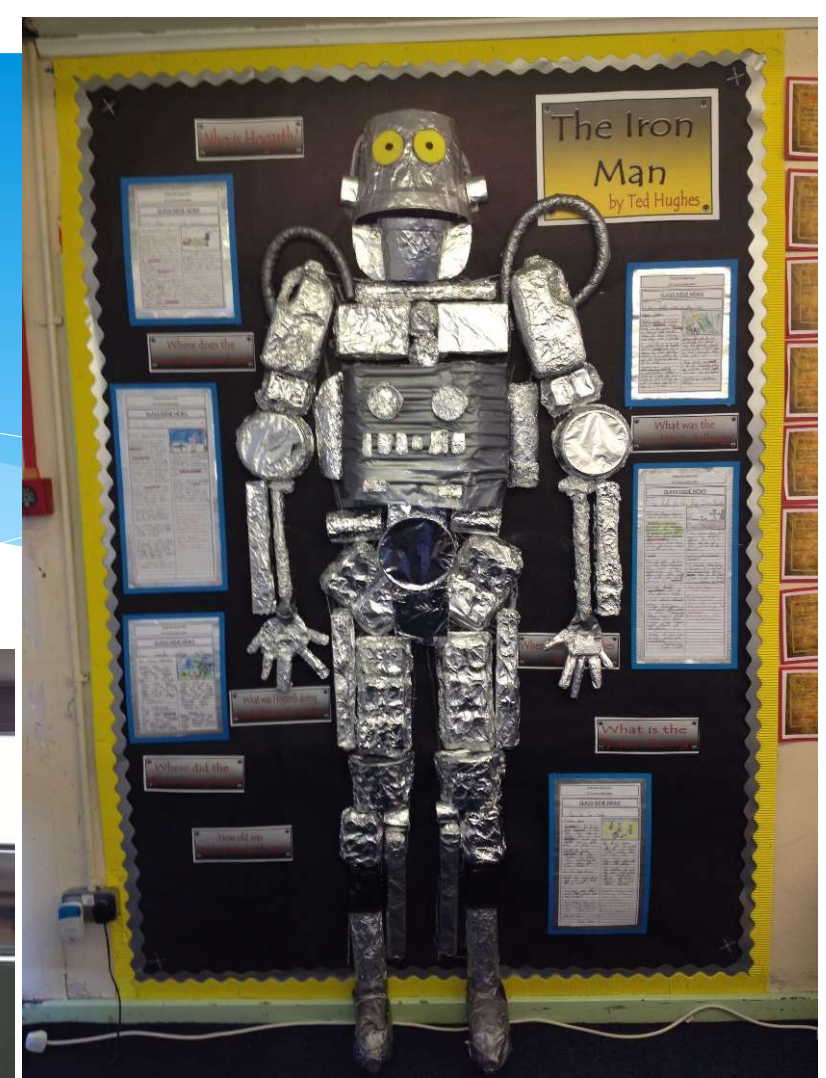
The Iron Giant, Warner Bros 1999

Before starting the unit...

Try not to share the title or front cover of this book as you gradually unfold it with the class

Hook ideas

Create a model Iron Man with children or for the children to investigate



Week 1 Monday

- * Learning Outcome / Objective
- * I can make predictions.
- * I can select descriptive phrases for effect.

What can you see?

- * dark, shadowy figure
- * silent sentinel
- * imposing figure silently watching



The Coming of the Iron Man

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned

Draw your own illustration for this part of the story.

The Iron Man came to the top of the cliff.

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Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

Write descriptive words and phrases around your illustration.

- * dark, shadowy figure
- * silent sentinel
- * imposing figure
silently watching



Prediction...

1

The Coming of the Iron Man

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What do you think might happen next and why?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can recognise how tone, volume and actions support comprehension.
- * I can read aloud with confidence and fluency.
- * I can evaluate performances.

The Iron Man

* What can you remember?

What did you predict?

The Coming of the Iron Man

The Iron Man came to the top of the cliff.

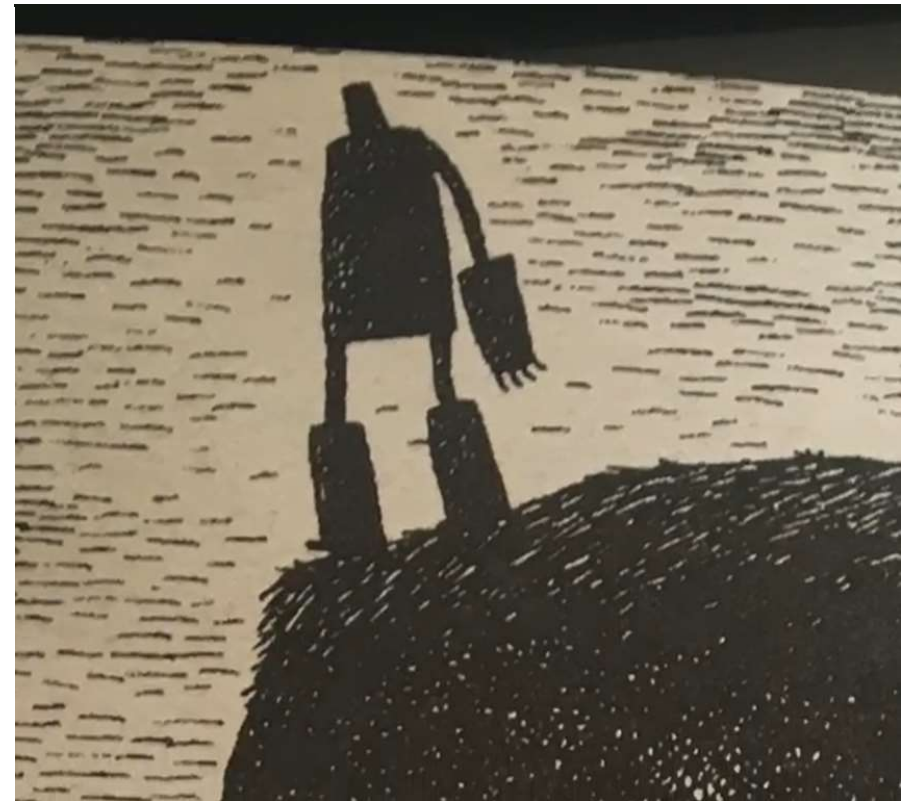
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He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

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.



CRRRAAAASSSSSSSH!

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

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crash-

ing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him.

Then

Silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming.

Performances

- * Each group to perform their section in order.
- * Film
 - * Play back the film to the class and pause to discuss the use of effects to help the audience to understand.
 - * Ask children to say which section worked the best and why – personal preference.

Personal choice and justification

- * I liked the first group because they used instruments to sound like the waves.
- * I liked the _____ group because _____.

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can infer information.
- * I can use evidence from the text to explain about a character.

Reread story so far... THE IRON MAN

The Coming of the Iron Man

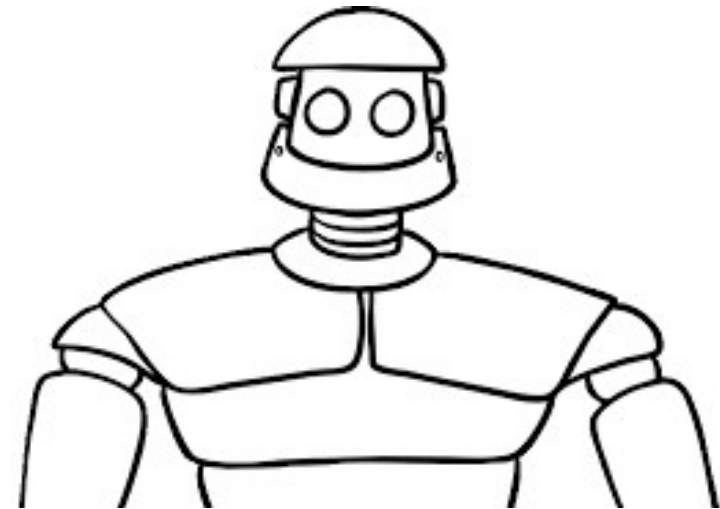
The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea. He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff. 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.

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. His iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below. A few rocks tumbled with him. Then Silence. Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving. Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still. While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming.

Role on the wall


* What do we know about the Iron Man?

* I know the Iron Man is _____ because _____.




Read to end of chapter 1

Nobody knew the Iron Man had fallen. Night passed. Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food. One of the seagulls flew up - Aaaaaark! He had seen something. He glided low over the sharp rocks. He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell. Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye. This new thing had five legs. It moved. The gull thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand. But as soon as the eye and the hand got together, the eye looked at the hand. Its light glowed blue. The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose. It felt around. It touched the eye. Gleefully it picked up the eye, and tucked it under its middle finger. The eye peered out, between the forefinger and thumb. Now the hand could see.



It looked around. Then it darted and jabbed one of the gulls with its stiffly held finger, then darted at the other and jabbed him. The two gulls flew up into the wind with a frightened cry. Slowly then the hand crept over the stones, searching. It ran forward suddenly, grabbed something and tugged. But the thing was stuck between two rocks. The thing was one of the Iron Man's arms. At last the hand left the arm and went scuttling hither and thither among the rocks, till it stopped, and touched something gently. This thing was the other hand. This new hand stood up and hooked its finger round the little finger of the hand with the eye, and let itself be led. Now the two hands, the seeing one leading the blind one, walking on their fingertips, went back together to the arm, and together they tugged it free. The hand with the eye fastened itself on to the wrist of the arm. The arm stood up and walked on its hand. The other hand clung on behind as before, and this strange trio went on searching. An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks. Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided their leg, twisting it this way and that, as a rider guides a horse. Soon they found another leg and another arm. Now each hand, with an eye under its palm and an arm dangling from its wrist, rode on a leg separately about the beach.

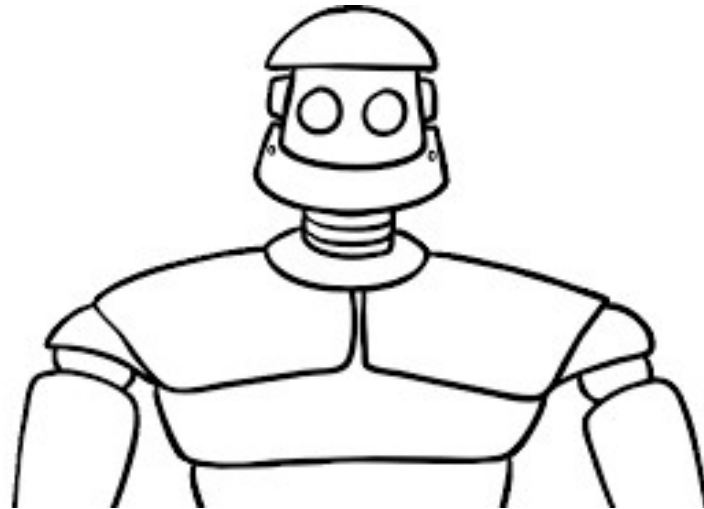


Hop, hop, hop , hop they went, peering among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head - eyeless, earless, nested in a heap of red seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came. The two gulls sat on their ledge, high on the cliff. They watched the immense man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge. Far below, the Iron Man searched. At last he stopped, and looked at the sea. Was he thinking the sea had stolen his ear? Perhaps he was thinking the sea had come up, while he lay scattered, and had gone down again with his ear. He walked towards the sea. He walked into the breakers, and there he stood for a while, the breakers bursting around his knees. Then he walked in deeper, deeper, deeper. The gulls took off and glided down low over the great iron head that was now moving slowly out through the swell. The eyes blazed red, level with the wavetops, till a big wave covered them and foam spouted over the top of the head. The head still moved out under water. The eyes and the top of the head appeared for a moment in a hollow of the swell. Now the eyes were green. Then the sea covered them and the head. The gulls circled low over the line of bubbles that went on moving slowly out of the deep sea.

Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

What can we now add to our Role on the wall



Week 1 Thursday

- * Learning Outcome / Objective
- * I can recognise similes.
- * I can describe how effective a simile is.

Listen to chapter 1 again.

- * Close your eyes to picture what is happening.
- * Can you spot some phrases used to help create images in your mind?



The Iron Man has _____ like _____.



The Iron Man has eyes like headlamps.



Why headlamps?

What image does this create in your mind?

His eyes, like headlamps, glowed white, then red, then infrared, searching the sea.

The Iron Man's _____ are like _____.



The Iron Man's hands are like crabs on their backs.

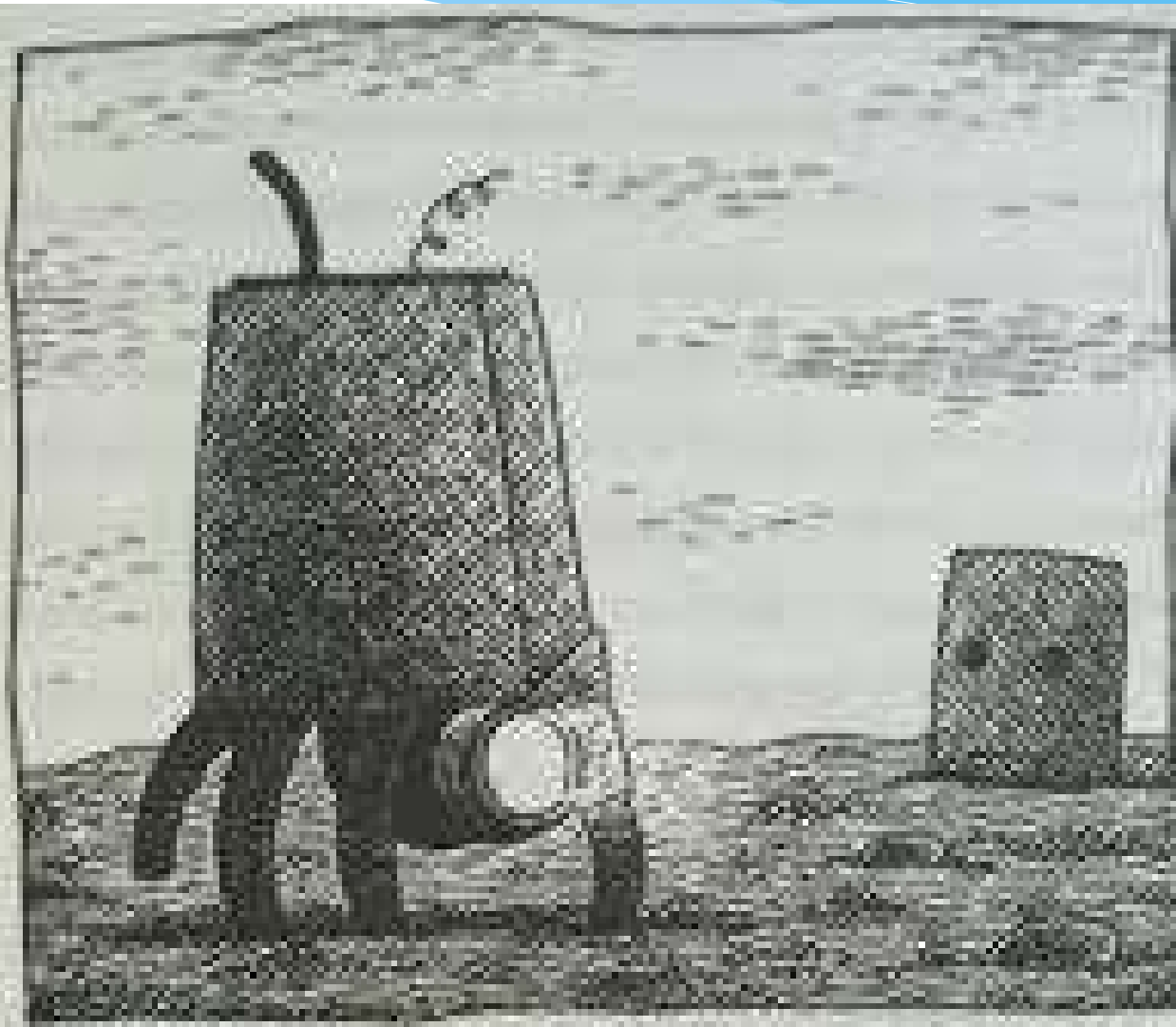


Why crabs?

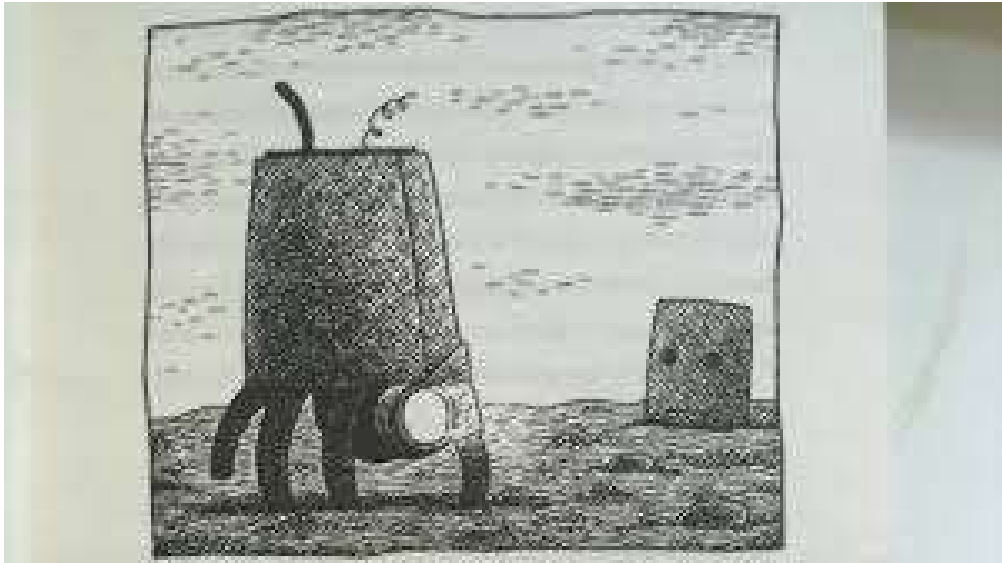
What image does this create in your mind?

Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back.

The Iron Man has _____ like _____.



The Iron Man has a finger like a long nose.



Why a long nose?

What image does this create in your mind?

The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose.

The body parts are _____ as a

_____.



The body parts are guiding like a rider of a horse.



Why a horse?

What image does this create in your mind?

The two hands, with their eyes, guided their leg, twisting it this way and that, as a rider guides a horse.

Think about the parts of the story so far...

- * Iron Man at the top of the cliff.
- * Iron man steps off.
- * Iron Man breaks into pieces.
- * Iron Man puts himself back together again.
- * Iron Man walks into the sea.

Can you think of things that would help create images in the mind of the reader for each section?

Think about the parts of the story so far...

* Iron Man at the top of the cliff.

How?

What else stands over looking a cliff?

A light house?



Think about the parts of the story so far...

* Iron man steps off.



How?

What else leaves the top of a cliff?

An eagle?

Think about the parts of the story so far...

- * Iron man breaks into pieces.



How?

What else breaks easily or shatters?

A glass?

Think about the parts of the story so far...

- * Iron man puts himself back together.

How?

*What else puts
goes back
together?*

A puzzle?



Think about the parts of the story so far...

- * Iron man walks into the sea.



How?

*What else goes
back into the sea?*

A turtle?

What kind of image are you trying to create?

- * Iron Man goes into the sea.



- * How?
- * What else goes into the sea?
- * An excited child?

Have a go...

- * Pick a part of the story to try to write a simile to help the reader picture what is happening in their mind.

Use the word 'like' to show it is similar to something.

Listen to the similes created.

- * Which work best?
- * Why?

Read chapter 2

- * In lesson if time or in story time / reading session

Week 1 Friday

- * Learning Outcome / Objective
- * I can use freeze framing to show key scenes.
- * I can become a character using evidence from the text.

Recap story so far (chapter 2) ...

Use freeze frames of children to map the key parts...

- * Iron Man eats the machines.
- * A trap is set.
- * Iron Man falls into trap.

Read chapter 3

Create 2 more freeze frames

- * Iron Man escapes the trap
- * Hogarth leads him to the scrap yard to eat whatever he wants

Story mapping...

Opening	Build up	Problem	Resolution	Ending
Iron Man eats the machinery	A trap is set	Iron Man falls into the trap	Iron Man escapes the trap	Hogarth leads Iron Man to a scrap yard to eat whatever he wants

Week 2 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and prosody.
- * I can summarise paragraphs.

Opening

Once long ago, a young boy came upon a man of iron standing high on a cliff. The Iron Man's eyes flashed various colours of blue, then purple and then red. Finally, they turned white, like a car's headlamps. The brave little boy called Hogarth was unsure how to proceed. For many nights now, the little boy and his neighbours had seen machines disappear. He now knew what had taken, and possibly eaten, all the metal objects.

Build up

Taking a deep breath for courage, Hogarth stepped towards the strange contraption. He began to shout as loud as his lungs could manage, “Mr Iron Man, we’ve got all the iron you want, all the food you want, and you can have it for nothing, if only you’ll stop eating up the farms.” The Iron Man stood up straight, considering what he had just heard. Slowly he turned, and after a few moments replied, “Show me.”

Problem

Overcome with unexpected relief, Hogarth kept an eye on the mammoth, mechanical monster as he led him toward the villages. In the villages, people either came out to stare in amazement, or ran away in fright.

Resolution

Eventually, they arrived at the great scrap-metal yard located in the centre of the town. Stretching out as far as the eye could see, there was every type of metal one could think of. There were old cars, trucks, railway engines and bicycles all piled up, rusting away.

Ending

The Iron Man gazed in surprise and wonder at what lay before him. Suddenly, his eyes turned red, and his creaking body began to descend towards the ground. He then picked up a greasy black tractor and began to munch on it. Hogarth's plan had worked to save the neighbours' machinery...at least for now!

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Taking a deep breath for courage, Hogarth stepped towards the strange contraption. He **began** to shout as loud as his lungs could manage, “Mr Iron Man, we’ve got all the iron you want, all the food you want, **and you can have it for nothing**, **if** only you’ll stop eating up the farms.” The Iron Man stood up straight, considering what he had just heard. Slowly he turned, and after a few moments replied, “Show me.”

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Eventually, they arrived at the great scrap-metal yard located in the centre of the town. Stretching out as far as the eye could see, there was every type of metal one could think of. There were old cars, trucks, railway engines and bicycles all piled up, rusting away.

Ending

The Iron Man gazed in surprise and wonder at what lay before him. Suddenly, his eyes turned red, and his creaking body began to descend towards the ground. He then picked up a greasy black tractor and began to munch on it.

Hogarth's plan had worked to save the neighbours' machinery...at least for now!

What is the main point of each paragraph?

Opening	Once long ago, a young boy came upon a man of iron standing high on a cliff. The Iron Man's eyes flashed various colours of blue, then purple and then red. Finally, they turned white, like a car's headlamps. The brave little boy called Hogarth was unsure how to proceed. For many nights now, the little boy and his neighbours had seen machines disappear. He now knew what had taken, and possibly eaten, all the metal objects.	
Build up	Taking a deep breath for courage, Hogarth stepped towards the strange contraption. He began to shout as loud as his lungs could manage, "Mr Iron Man, we've got all the iron you want, all the food you want, and you can have it for nothing, if only you'll stop eating up the farms." The Iron Man stood up straight, considering what he had just heard. Slowly he turned, and after a few moments replied, "Show me."	
Problem	Overcome with unexpected relief, Hogarth kept an eye on the mammoth, mechanical monster as he led him toward the villages. In the villages, people either came out to stare in amazement, or ran away in fright.	
Resolution	Eventually, they arrived at the great scrap-metal yard located in the centre of the town. Stretching out as far as the eye could see, there was every type of metal one could think of. There were old cars, trucks, railway engines and bicycles all piled up, rusting away.	
Ending	The Iron Man gazed in surprise and wonder at what lay before him. Suddenly, his eyes turned red, and his creaking body began to descend towards the ground. He then picked up a greasy black tractor and began to munch on it. Hogarth's plan had worked to save the neighbours' machinery... at least for now!	

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can speak with confidence and prosody.
- * I can recognise adjectives used for effect.
- * I can recognise expanded noun phrases.

Opening

Once long ago, a **young** boy came upon a man of **iron** standing high on a cliff. The Iron Man's eyes flashed **various** colours of **blue**, then **purple** and then **red**. Finally, they turned **white**, like a car's headlamps. The **brave little** boy called Hogarth was unsure how to proceed. For **many** nights now, the **little** boy and his neighbours had seen machines disappear. He now knew what had taken, and possibly eaten, all the **metal** objects.

Build up

Taking a **deep** breath for courage, Hogarth stepped towards the **strange** contraption. He began to shout as loud as his lungs could manage, “Mr Iron Man, we’ve got all the iron you want, all the food you want, and you can have it for nothing, if only you’ll stop eating up the farms.” The Iron Man stood up straight, considering what he had just heard. Slowly he turned, and after a few moments replied, “Show me.”

Problem

Overcome with **unexpected** relief, Hogarth kept an eye on the **mammoth, mechanical** monster as he led him toward the villages. In the villages, people either came out to stare in amazement, or ran away in fright.

Resolution

Eventually, they arrived at the **great scrap-metal** yard located in the centre of the town. Stretching out as far as the eye could see, there was **every** type of metal one could think of. There were **old** cars, trucks, **railway** engines and bicycles all piled up, rusting away.

Ending

The Iron Man gazed in surprise and wonder at what lay before him. Suddenly, his eyes turned **red**, and his **creaking** body began to descend towards the ground. He then picked up a **greasy black** tractor and began to munch on it. Hogarth's plan had worked to save the **neighbours'** machinery...at least for now!

Adjectives

* Brilliant words to add detail to pictures in our mind.

Size	Texture	Shape	Fellings	Time
✓ Big	✓ Smooth	✓ Circle	✓ Angry	✓ Ancient
✓ Small	✓ Soft	✓ Square	✓ Happy	✓ Early
✓ Large	✓ Hard	✓ Flat	✓ Funny	✓ Fast
✓ Huge	✓ Woven	✓ Sphere	✓ Kind	✓ late
✓ Little	✓ Rough	✓ Round	✓ Silly	✓ quick
✓ Short	✓ Slippery	✓ Cone	✓ Sweet	✓ Rapid
✓ Tall	✓ Fuzzy	✓ Oval	✓ Gentle	✓ Slow
✓ Tiny	✓ Crunchy	✓ Wide	✓ Sad	✓ Swift

Which one of these is your favourite?
Why?

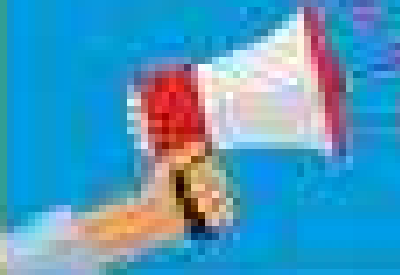
bitter



cuddly



deafening



indigo



ADJECTIVES:

describe, identify or further define nouns and pronouns

sparse



narrow



old



rapid



DICTIONARY

Let's read a few sentences from our model text.

For each of these, draw a quick picture to show how you see it in your mind.

- * The **brave little** boy called Hogarth was unsure how to proceed.
- * Hogarth stepped towards the **strange** contraption.
- * Hogarth kept an eye on the **mammoth, mechanical** monster as he led him toward the villages.
- * He then picked up a **greasy black** tractor and began to munch on it.

It is no good just using any adjective, they need to be selected carefully to create the right picture in your reader's mind.

For each of these draw a quick picture to show how you see it in your mind.

- * The **green, hairy** boy called Hogarth was unsure how to proceed.
- * Hogarth stepped towards the **slimy** contraption.
- * Hogarth kept an eye on the **pink, cute** monster as he led him toward the villages.
- * He then picked up a **pretty, flowery** tractor and began to munch on it.

Look at your pictures...

How do they compare?

Here are some sentences to add adjectives to. Put them in front of the **nouns**. Work in groups of two or three to create a set of sentences that are making it seem a scary setting and another set of sentences that are making it seem funny or make you smile.

The **boy** opened the **door**. Inside he saw a **statue** and a **picture** hanging on the **wall**. From the **ceiling** there were **lights** and **string**.

Draw your 2 examples and add labels.

Adjectives impact...

The **boy** opened the **door**. Inside he saw a **statue** and a **picture** hanging on the **wall**. From the **ceiling** there were **lights** and **string**.

Original – boring – no real clues

The adjectives and the noun make an expanded noun phrase.

The **tiny, nervous boy** opened the **large, creaking door**. Inside he saw a **giant, blood-red statue** and a **shredded picture** hanging on the **black wall**. From the **worn, web-covered ceiling** there were **flickering lights** and **mould-covered string**.

adjectives selected to scare

Expanded noun phrases are used to create detail and add impact.

The giggling, chubby boy opened the candy-floss, bright pink door. Inside he saw a multi-coloured, unicorn statue and a rainbow picture hanging on the cloud covered wall. From the star-filled ceiling there were flashing party lights and bouncing string.

adjectives selected to make you smile

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can speak with confidence and prosody.
- * I can recognise adverbials.

Opening

Once long ago, a young boy came upon a man of iron standing high on a cliff. The Iron Man's eyes flashed various colours of blue, then purple and then red. Finally, they turned white, like a car's headlamps. The brave little boy called Hogarth was unsure how to proceed. For many nights now, the little boy and his neighbours had seen machines disappear. He now knew what had taken, and possibly eaten, all the metal objects.

Build up

Taking a deep breath for courage, Hogarth stepped towards the strange contraption. He began to shout as loud as his lungs could manage, “Mr Iron Man, we’ve got all the iron you want, all the food you want, and you can have it for nothing, if only you’ll stop eating up the farms.” The Iron Man stood up straight, considering what he had just heard. Slowly he turned, and after a few moments replied, “Show me.”

Problem

Overcome with unexpected relief, Hogarth kept an eye on the mammoth, mechanical monster as he led him toward the villages. In the villages, people either came out to stare in amazement, or ran away in fright.

Resolution

Eventually, they arrived at the great scrap-metal yard located in the centre of the town. Stretching out as far as the eye could see, there was every type of metal one could think of. There were old cars, trucks, railway engines and bicycles all piled up, rusting away.

Ending

The Iron Man gazed in surprise and wonder at what lay before him. Suddenly, his eyes turned red, and his creaking body began to descend towards the ground. He then picked up a greasy black tractor and began to munch on it. Hogarth's plan had worked to save the neighbours' machinery...at least for now!

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Verbs – doing or being

played
listened
eaten
ran
sing
to jog
drove
singing
throw
being
was
were
to be
am
are
is
will be
been

ve|rb 

Verbs are **action** or **being** words.

I **sang** a song.

We **played** until nine.

He **snored**

It **ended**.

I **am** hungry.

It **is** over

They **will be** coming.

You **were** brilliant.

Adverbials – tell us about the verb



Can you add some of your own to the lists below?

TIME	REASON	MANNER	PLACE
yesterday... last week... twice a week... next... when... after... before...	because... due to the fact... as... therefore... consequently..	quickly... like lightning... with a smirk... carefully... easily... like a snake... in a flash...	in the graveyard... next to the castle... under the stars... between the buildings... at the top of the hill... in the sky...

TRAMP

T	Time	When? How often?
R	Reason	Why?
a	adverbs/adverbials	
M	Manner	How?
P	Place	Where?

The Iron Man examples given a new twist. What impact does it have?

Once long ago, a young boy came upon a man of iron standing high on a cliff.

Finally, they turned white, like a car's headlamps.

For many nights now, the little boy and his neighbours had seen machines disappear.

In world war one, a young boy came upon a man of iron standing high on a cliff.

After ten years, they turned white, like a car's headlamps.

For centuries, the little boy and his neighbours had seen machines disappear.

Have a go...

Time - When or how often does the verb occur?

The bell rang **all of a sudden**.

The bell **rang**

Reason - Why did the verb happen?

The bell rang **because the prisoner had escaped**.

The bell **rang**

Have a go...

Manner - How was the verb carried out?

The bell rang **loudly**.

The bell rang

Place - Where did the verb take place?

The bell rang **inside the prison**

The bell rang

Have a go...

Underline the adverbs and adverbials in the following passage and decide if it is an adverbial of time, reason, manner or place. (Remember - ask yourself when/how often did they do the **verb?** Where did they do the **verb?** Why did they do the **verb?** How did they carry out the **verb?**)

She ran quickly through the forest. Her heart was beating like a drum. Her eyes darted around looking for an escape route. Finally, she spotted one in between two old oak trees! Without hesitation, she bolted to the opening in the trees. Would she survive?

Time

Reason

Manner

quickly

Place

Week 2 Thursday

- * Learning Outcome / Objective
- * I can recognise pronouns.
- * I can use pronouns to support cohesion.

Opening

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Resolution

Eventually, they arrived at the great scrap-metal yard located in the centre of the town. Stretching out as far as the eye could see, there was every type of metal one could think of. There were old cars, trucks, railway engines and bicycles all piled up, rusting away.

Ending

The Iron Man gazed in surprise and wonder at what lay before him. Suddenly, his eyes turned red, and his creaking body began to descend towards the ground. He then picked up a greasy black tractor and began to munch on it. Hogarth's plan had worked to save the neighbours' machinery...at least for now!

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Taking a deep breath for courage, Hogarth stepped towards the strange contraption. **He** began to shout as loud as **his** lungs could manage, “Mr Iron Man, we’ve got all the iron you want, all the food you want, and **you** can have **it** for nothing, if only **you’ll** stop eating up the farms.” The Iron Man stood up straight, considering what **he** had just heard. Slowly **he** turned, and after a few moments replied, “Show me.”

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Pronouns

Pronouns

I

you

he

she

it

we

they

me

him

her

us

them

What are pronouns?

There are lots of different **types of pronouns**.

We need to learn about **personal pronouns**.

These replace a **person, place or thing** in a sentence.

They stop us **repeating ourselves!**



person



place



thing

Personal pronouns

Look at these sentences. Can you think of a word which we could use to avoid repeating the noun?

a) The girls were excited. The girls were going to the cinema.



b) Ed had a new puppy. The puppy didn't have a name yet.



c) Aisha was at the dentist. Aisha waited nervously to be called in.



Personal pronouns

a) The girls were excited. They were going to the cinema.



b) Ed had a new puppy. It didn't have a name yet.



c) Aisha was at the dentist. She waited nervously to be called in.



Have a go...

Task 1: Select a word from the text box to complete each sentence.

a) Luke, Will and Dave were going to a party. _____ were going to a party.

He

She

They

b) Wendy walked to school. _____ walked to school.

I

She

He

c) Maggie and I went to the cinema. _____ went to the cinema.

It

They

We

Have a go...

Task 2: Tick the sentences which include a personal pronoun.

The monster had blue hair.

It had blue hair.

The children were scared of the monster.

They thought the monster was going to chase them.

Task 3: Circle the personal pronouns in these sentences.

Pronoun

We went to the shops to buy some more vegetables.

Joe looked for Tom and Dan. He saw them playing in the park.

Julie was scared. She did not like going in fast cars.

Cohesion

- * Cohesion is about flow and linking ideas in sentences and across sentences.
- * Pronouns create cohesion by making you link to something the writer has already said.

Week 2 Friday

- * Learning Outcome / Objective
- * I can offer ideas and suggestions.
- * I can work collaboratively.

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Ending

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An alien arrives...

* Honestly...

Read chapter 4 of The Iron Man



Planning...

- * As a class, we are going to plan what could happen next.

In partners, think about these questions:

What could The Iron Man do to try to defeat the alien?

How will he get there?

How will people react?

Will the alien die?

Will it leave?

Will it become friendly?

Will Iron Man survive?

Decide on your class idea. Draw each section to show the plan fully. Take notes of words and phrases from the class.

Opening	Build up	Problem	Resolution	Ending
An alien arrives and tries to eat the earth	The Iron Man			

From the plan, model write the opening.

- * Children to use plan to write the build up in groups.
- * Display on washing line.

Sequencing of Chapter 5

	The Space-Bat-Angel- Dragon admits defeat to Iron Man.
	The Space-Bat-Angel-Dragon lands back in Australia and sends ripples across the earth.
	The Space-Bat-Angel-Dragon shouts 'Enough!'
	The engineers began to pour the oil but they heard a wheezing, booming sound.
	The Space-Bat-Angel-Dragon talks about making music in Space
	It was decided that the Space-Bat-Angel-Dragon would fly around the world singing through the night.
	The Space-Bat-Angel-Dragon plunged into the Pacific to cool down.

Week 3 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and share ideas.
- * I can listen and respond to other people's ideas.
- * I can work collaboratively.

Retell story from plan

- * Read own opening done as shared writing on Friday.
- * Read a chosen group's build up.
- * Model write problem and resolution from class plan.
- * Children to write ending from class plan in groups to go on washing line.
- * Share whole story with class at the end.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can plan my own adventure for the Iron Man.
- * I can orally rehearse my story using my plan.

Read chapter 5 and complete the story.

* Tell me...

What did you like?

What did you dislike?

What patterns did you find?

What puzzles you?

Decide on your own adventure for the Iron Man. Draw each section to show the plan fully. Write some words and phrases to help.

Opening	Build up	Problem	Resolution	Ending
...

Use your plan to tell your story as fully as you can to your partner. Give your partner some feedback. What did you like? What ideas could help?

Opening	Build up	Problem	Resolution	Ending
...

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can write an opening and a build up from my plan.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can write a problem, resolution and ending from my plan.

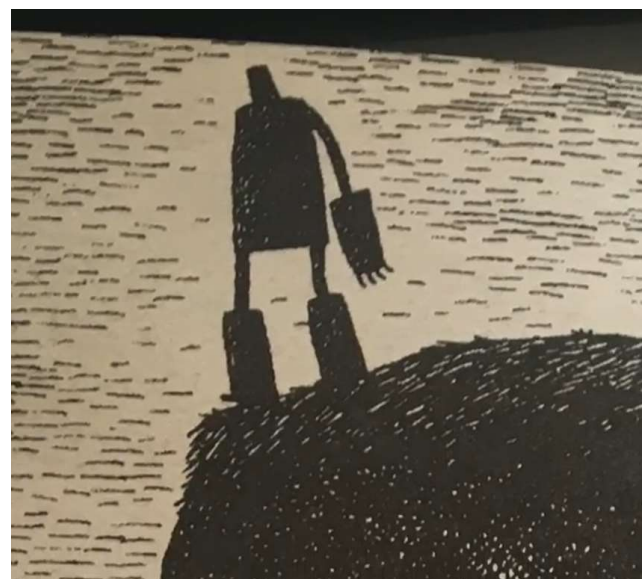
Week 3 Friday

- * Learning Outcome / Objective
- * I can share my story with confidence and fluency.
- * I can offer feedback on stories.

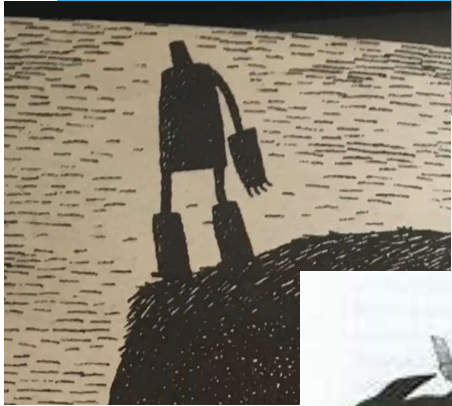
Week 4 Monday

- * Learning Outcome / Objective
- * I can sequence a story.
- * I can respond with personal justifications.
- * I can speak with confidence and prosody.

Use these pictures to retell the Iron Man story so far...



Sequenced...



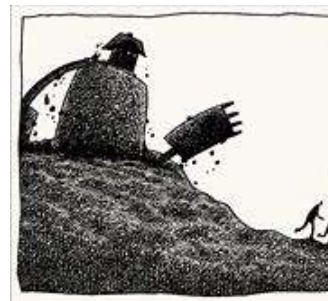
Iron Man stood on a cliff



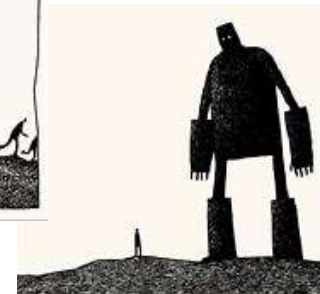
Fell, broke and put himself back together



Ate machinery



Fell into trap



Escaped trap and followed Hogarth to a scrap yard where he fed.



Think about the Iron Man in the trap



Hogarth went against most people to take the Iron Man to the scrap yard.

It worked out for the best in the end, but it could have been dangerous.

When there are big questions to think about, it can help to write a discussion text to think about both sides of an argument.

Should the Iron Man be left in the trap?

In one evening, an Iron Man ate through several tonnes of machinery. To save their tractors, cars and bikes, farmers made a trap. The Iron Man fell in the trap and was left there. Some people are now asking if he should be left there or released.

Leave him in there:

On the one hand, many people believe that the Iron Man should be left to rust in the trap. They feel that he will eat too much if he is let out. Some farmers are worried that they will not be able to work if any more of their machines are eaten.

Let him out:

On the other hand, many other people believe that it is not fair to leave the Iron Man alone in the trap. They feel he will rust and die if he does not get let out. Some farmers are worried that he might escape and eat everything in anger for being trapped.

Some people want the Iron man out, however some people want him to stay. What do you think should happen to the Iron Man?

Create a conscience alley to show the two sides of the argument.

Leave him

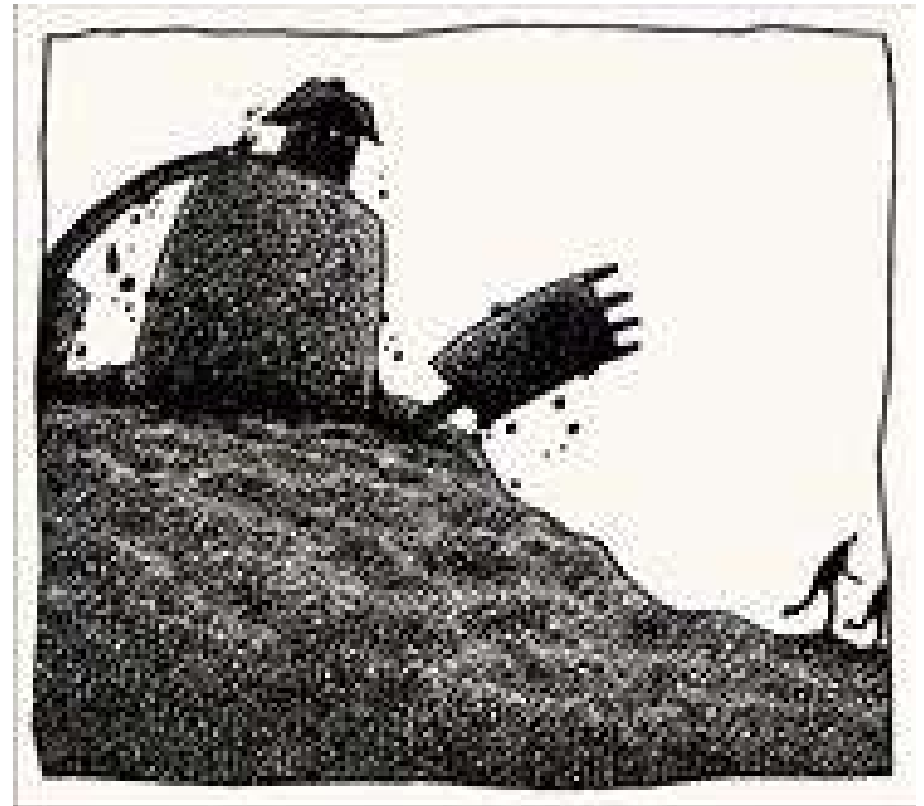
- * He is dangerous
- * Might eat more
- * Not really alive

Let him out

- * Not fair to trap something
- * Might rust and die
- * Could get out and be angry

What do you think?

- * Pick a side and give a reason.



Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise language features of a discussion text.

Should the Iron Man be left in the trap?

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Some people want the Iron man out, however some people want him to stay. What do you think should happen to the Iron Man?

In groups look at these questions, come up with reasons for and reasons against to share.



- * Should children go to school?
- * Should playtimes be longer?
- * Should children wear school uniform?
- * Should teachers wear school uniform?



For each question, draw around a left and right hand to write your reasons for and against in.

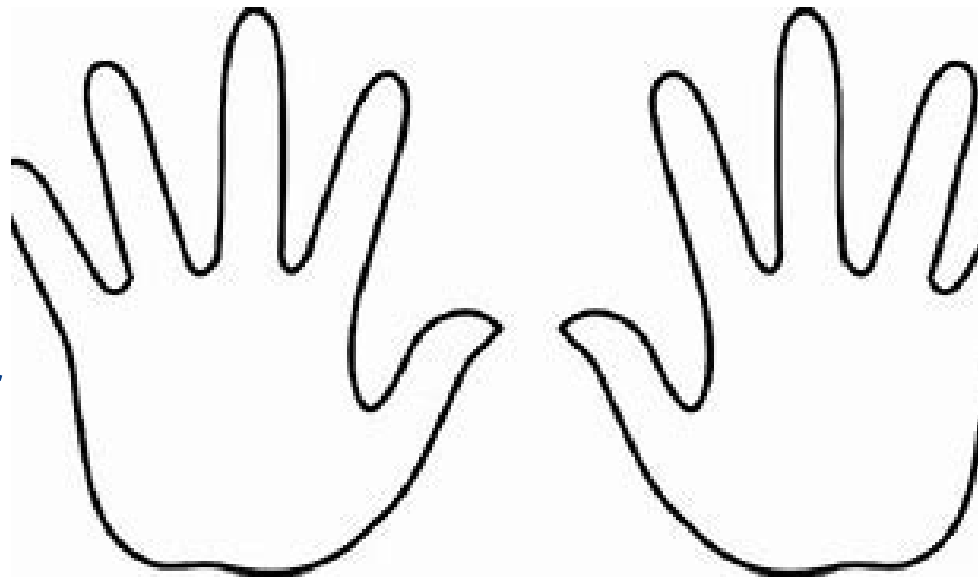
Should children go to school?

Reasons for:

To learn

To make friends

To get ready for
being an adult



Reasons against:

Can learn at home

Can make friends
at clubs

Can sleep longer
and eat whenever

Pick your favourite question and have a go at writing a sentence for and a sentence against.

On the one hand, some people believe that _____.

On the other hand, many some people believe that _____.

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can recognise text features of a discussion text.

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Leave him in there:

On the one hand, many people believe that the Iron Man should be left to rust in the trap. They feel that he will eat too much if he is let out. Some farmers are worried that they will not be able to work if any more of their machines are eaten.

Let him out:

On the other hand, many other people believe that it is not fair to leave the Iron Man alone in the trap. They feel he will rust and die if he does not get let out. Some farmers are worried that he might escape and eat everything in anger for being trapped.

Some people want the Iron man out, however some people want him to stay. What do you think should happen to the Iron Man?

Should the Iron Man be left in the trap?

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Some people **want** the Iron man out, however some people **want** him to stay. What do you think should happen to the Iron Man?

Oh dear, I have muddled up my
discussion text.

- * Can you work as a group to put it back together?

A wolf has eaten two pigs and blown down their homes. A third pig did not get eaten or have his home blown down. Some people are asking if the wolf can really be blamed for eating the pig and blowing down the homes.

The wolf was doing what was natural:

Should the wolf really be blamed?

On the one hand, some people believe that the pigs should not have been eaten. They feel that the pigs should have been safe in their homes and the wolf should have found food in the forest. Some pigs are worried that they might be eaten next.

Some people are blaming the wolf, however other people are saying it is not the wolf's fault. What do you think?

On the other hand, some people believe that the wolf only ate the pigs as it was a natural thing. They feel the wolf would have died if he had not eaten the pigs. Some pigs feel that the two eaten pigs were silly to build their houses from such weak materials of twigs and sticks.

The wolf was wrong:

Should the wolf really be blamed?

A wolf has eaten two pigs and blown down their homes. A third pig did not get eaten or have his home blown down. Some people are asking if the wolf can really be blamed for eating the pig and blowing down the homes.

The wolf was wrong:

On the one hand, some people believe that the pigs should not have been eaten. They feel that the pigs should have been safe in their homes and the wolf should have found food in the forest. Some pigs are worried that they might be eaten next.

The wolf was doing what was natural:

On the other hand, some people believe that the wolf only ate the pigs as it was a natural thing. They feel the wolf would have died if he had not eaten the pigs. Some pigs feel that the two eaten pigs were silly to build their houses from such weak materials of twigs and sticks.

Some people are blaming the wolf, however other people are saying it is not the wolf's fault. What do you think?

Week 4 Thursday / Friday

- * Learning Outcome / Objective
- * I can share ideas and collaborate.
- * I can speak with confidence.

Should the Iron Man be left in the trap?

In one evening, an Iron Man ate through several tonnes of machinery. To save their tractors, cars and bikes, farmers made a trap. The Iron Man fell in the trap and was left there. Some people are now asking if he should be left there or released.

Leave him in there:

On the one hand, many people believe that the Iron Man should be left to rust in the trap. They feel that he will eat too much if he is let out. Some farmers are worried that they will not be able to work if any more of their machines are eaten.

Let him out:

On the other hand, many other people believe that it is not fair to leave the Iron Man alone in the trap. They feel he will rust and die if he does not get let out. Some farmers are worried that he might escape and eat everything in anger for being trapped.

Some people want the Iron man out, however some people want him to stay. What do you think should happen to the Iron Man?

Read chapter 4 – to the point of wanting to eat living things.

Create freeze frames of the 5 main sections of this chapter so far.

Create a conscience alley of :

‘Should the Iron Man go to try and defeat the alien?’

Scribe reasons for and reasons against on outlines of two hands.

Planning for shared writing

Title – Should ____?	Battle alien
Opening – explain question	Alien eating everything
Reasons for:	Strong Not living Only hope
Reasons against:	Not fair Risk Might join forces
Re-ask question	Should he go?

Should the Iron Man go to Australia to battle the alien?

In one day, an alien ate several living things. To save people, animals and plants, governments are asking for someone who could defeat the alien. The Iron Man is strong and is not living so won't be eaten. Some people are now asking if the Iron Man could go to Australia to defeat the alien.

Go and try:

On the one hand, many people believe that the Iron Man should try to defeat the alien. They feel that he will be safe from being eaten and at least try. Some governments are saying he is the world's only hope.

Stay away:

On the other hand, many other people believe that it is not fair to ask the Iron Man to risk his own life. They feel he is still too small to defeat the alien so shouldn't attempt it. Some governments are afraid of the Iron Man and worry he might join forces with the alien to destroy the world.

Some people think he should go and try, however some people think he should stay away. What do you think the Iron Man should do?

Read the end of chapter 4

* Tell me:

Likes

Dislikes

Patterns

Puzzles

Week 5 Monday

- * Learning Outcome / Objective
- * I can sequence and retell a story with confidence and fluency.
- * I can give personal responses to a story with justifications.

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Some people want the Iron man out, however some people want him to stay. What do you think should happen to the Iron Man?

Read Chapter 5 – to the point of the Iron Man challenging to go back to the sun for a second time

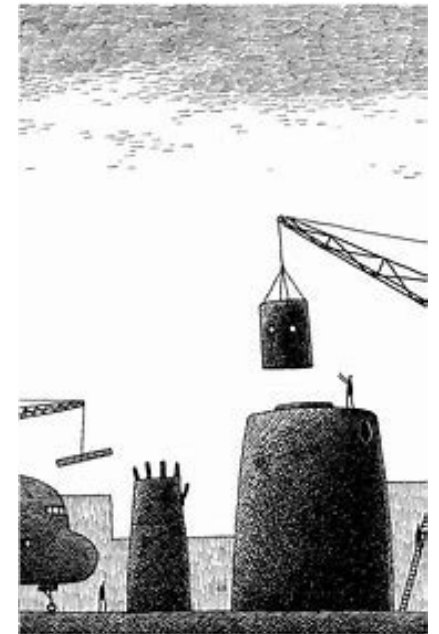
- * Create a conscience alley
- * ‘Should the Iron Man go back to the sun?’

Read to the end of the book.

Tell me:

- * Likes
- * Dislikes
- * Patterns
- * Puzzles

Use these pictures to retell the whole story to a partner.



Week 5 Tuesday

- * Learning Outcome / Objective
- * I can plan my ideas.

Should the Iron Man go to Australia to defeat the alien?

Draw around your hands and use ideas from our conscience alley to pick the most powerful 3 reasons for going and the most powerful 3 reasons not to go.

Think about some words that might be useful:

On the one hand,
On the other hand,
some people
believe
feel
however

Planning – once you have done your pictures,
talk your ideas through with a partner.

Title – Should ____?	
Opening – explain question	
Reasons for:	
Reasons against:	
Re-ask question	

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can assess my writing against success criteria.

Success criteria

	Tick if achieved
My title is a question	
I have written in third person	
I have an opening sentence	
I have reasons for something to happen	
I have reasons for something NOT to happen	

Week 5 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can assess my writing against success criteria.

Success criteria

	Tick if achieved
My title is a question	
I have written in third person	
I have an opening sentence	
I have reasons for something to happen	
I have reasons for something NOT to happen	

Week 5 Friday

- * Learning Outcome / Objective
- * I can publish my discussion text.
- * I can reflect on my learning.
- * I can choose pictures that are appropriate for showing an argument.

Week 6 Monday

- * Learning Outcome / Objective
- * I can use actions and expression to convey mood and tone.
- * I can perform with fluency, confidence and prosody.
- * I can give personal justifications.

Model text – question and answer poem

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

Text marking a poem

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

slowly / disbelieving

simply

Exasperated – sighing

Exaggerated

Shrug of shoulders

Sarcastically

Hands on hips tapping foot impatiently

Showing – high loud voice on trees

Starting to get worried – looking around

Waving hands getting anxious

Quickly

Shouting

Quickly - snapping

Slowly, clearly and with big deep sign

With your own copy of the poem, text mark it to create your own performance in partners.

- * Practise so you can perform without the text.
- * Film each other and discuss the different effects created.

Tell me...

Here he comes

What did you say you saw?

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How big was this man of iron?

Bigger than the trees!

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Why?

The Iron man ate it!

Likes?

Dislikes?

Patterns?

Puzzles?

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can recognise question words.
- * I can punctuate a question accurately.

Model text – question and answer poem

Here he comes

What did you say you saw?

A man.

What kind of man?

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What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

How many questions are there in the poem? How do you know they are questions?

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

There are 6 questions.

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

We know it is a question as it has a question
mark. ?

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

We also know it is a question as it has a question word to start it.

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And **where** was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

Questions...



What questions do you think Hogarth could be asking the Iron Man here?

*who / what / where / when /
why / how*

Questions...

What questions do you think the Iron Man could be asking Hogarth here?

*who / what / where / when /
why / how*



Week 6 Wednesday

- * Learning Outcome / Objective
- * I can share ideas and work collaboratively.

Model text – question and answer poem

Here he comes

What did you say you saw?

A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

Hot seat children as either Hogarth or the Iron Man.



- * Ask some of the questions generated yesterday.

Use ideas from the questions from yesterday to model the shared poem.

How he came

Where did you come from?

The sea.

Is that your home.

No, the scrap yard is.

Why did you step off the cliff?

To see what would happen.

Did it hurt?

No, but it was weird trying to find my body parts.

Why do you eat machines?

They're tasty.

Really?

MMmmmm, oh yeah!

Were you happy in the sea?

No.

Why?

I was lonely.

Are you happy now?

Yes, now I have a friend.

Week 6 Thursday

- * Learning Outcome / Objective
- * I can collaborate to write a question and answer poem.

Model text – question and answer poem

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A man.

What kind of man?

An Iron Man.

What's an Iron Man?

A man made of Iron.

How big was this man of iron?

Bigger than the trees!

And where was it going?

It's coming this way.

Quick, to the car.

We can't.

Why?

The Iron man ate it!

Independent writing...

“You’ve won, yes, you’ve won, and I am your slave,” cried the space-bat-angel-dragon. “I’ll do anything you like, but not the sun again.”

And he plunged his chin in the Pacific, to cool it.

“Very well,” said the Iron Man. “From now on you are the slave of the earth. What can you do?”

“Alas,” said the space-bat-angel-dragon, “I am useless. Utterly useless. All we do in space is fly, or make music.”

“Make music?” asked the Iron Man. “How? What sort of music?”

“Haven’t you heard of the music of the spheres?” asked the dragon. “It’s the music that space makes to itself. All the spirits inside all the stars are singing. I’m a star spirit. I sing too. The music of the spheres is what makes space so peaceful.”

“Then whatever made you want to eat up the earth?” asked the Iron Man. “If you’re all so peaceful up there, how did you get such greedy

Conversations between the alien and the Iron Man

and cruel ideas?”

The dragon was silent for a long time after this question. And at last he said:

“It just came over me. I don’t know why. It just came over me, listening to the battling shouts and the war-cries of the earth – I got excited, I wanted to join in.”

“Well, you can sing for us instead,” said the Iron Man. “It’s a long time since anybody here on earth heard the music of the spheres. It might do us all good.”

- * How could we use this part of the story to create a question and answer poem between these characters?



Questions

- * What mood you are trying to create?
- * Who is asking the questions and who is replying?
- * How might it end?
- * In pairs plan your ideas.

Success criteria

	Tick if achieved
I have a question on every other line marked with a question mark	
I have selected two characters that interact in a specific way e.g. to create humour / suspense	
I have an ending that is clearly signalled	

Week 6 Friday

- * Learning Outcome / Objective
- * I can perform a question and answer poem with confidence, expression and prosody.
- * I can evaluate performances using a success criteria.

Below are just some screen shots of pages from the text that could be used.

- * They are mainly of the first 2 chapters

cliff-top and the sea went on boiling.

Nobody knew the Iron Man had fallen.

Night passed.

Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

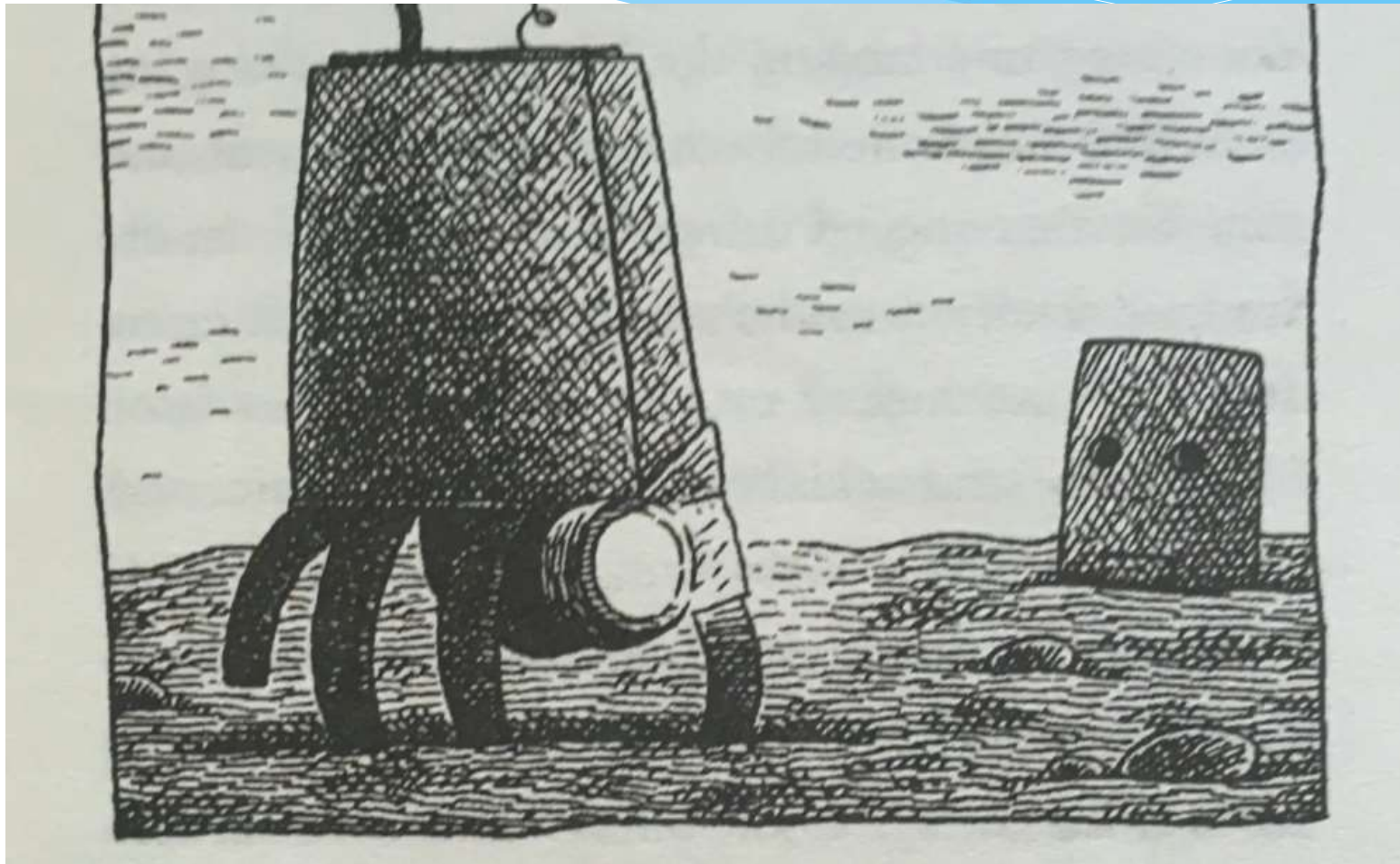
One of the seagulls flew up – Aaaaaark! He had seen something. He glided low over the sharp rocks.

He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell.

Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, something. The gull flew low and slowly, dragging

landed and picked something up. Some animals,
heavy thing. The gull flew low and slowly, dragging
the heavy thing. Finally, the gull dropped it beside
the eye. This new thing had five legs. It moved. The
gulls thought it was a strange kind of crab. They
thought they had found a strange crab and a strange
clam. They did not know they had found the Iron
Man's eye and the Iron Man's right hand.

But as soon as the eye and the hand got together
the eye looked at the hand. Its light glowed blue.
The hand stood up on three fingers and its thumb,
and craned its forefinger like a long nose. It felt
around. It touched the eye. Gleefully it picked up
the eye, and tucked it under its middle finger. The
eye peered out between the forefinger and thumb.



An eye! There it was, blinking at them speechlessly beside a black and white pebble. The seeing hand fitted the eye to the blind hand and now both hands could see. They went running among the rocks. Soon they found a leg. They jumped on top of the leg and the leg went hopping over the rocks with the arm swinging from the hand that clung to the top of the leg. The other hand clung on top of that hand. The two hands, with their eyes, guided the leg, twisting it this way and that, as a rider guides a horse.

Soon they found another leg and did the same

among the rocks. One found an ear and at the same moment the other found the giant torso. Then the busy hands fitted the legs to the torso, then they fitted the arms, each fitting the other, and the torso stood up with legs and arms but no head. It walked about the beach, holding its eyes up in its hands, searching for its lost head. At last, there was the head – eyeless, earless, nested in a heap of red seaweed. Now in no time the Iron Man had fitted his head back, and his eyes were in place, and everything in place except for one ear. He strode about the beach searching for his lost ear, as the sun rose over the sea and the day came.

and the city

The two gulls sat on their ledge, high on the cliff. They watched the immense man striding to and fro over the rocks below. Between them, on the nesting ledge, lay a great iron ear. The gulls could not eat it. The baby gulls could not eat it. There it lay on the high ledge.

Far below, the Iron Man searched.

At last he stopped, and looked at the sea. Was he thinking the sea had stolen his ear? Perhaps he was thinking the sea had come up, while he lay scattered, and had gone down again with his ear.

He walked towards the sea. He walked into the

breakers, and there he stood for a while, the breakers bursting around his knees. Then he walked in deeper, deeper, deeper.

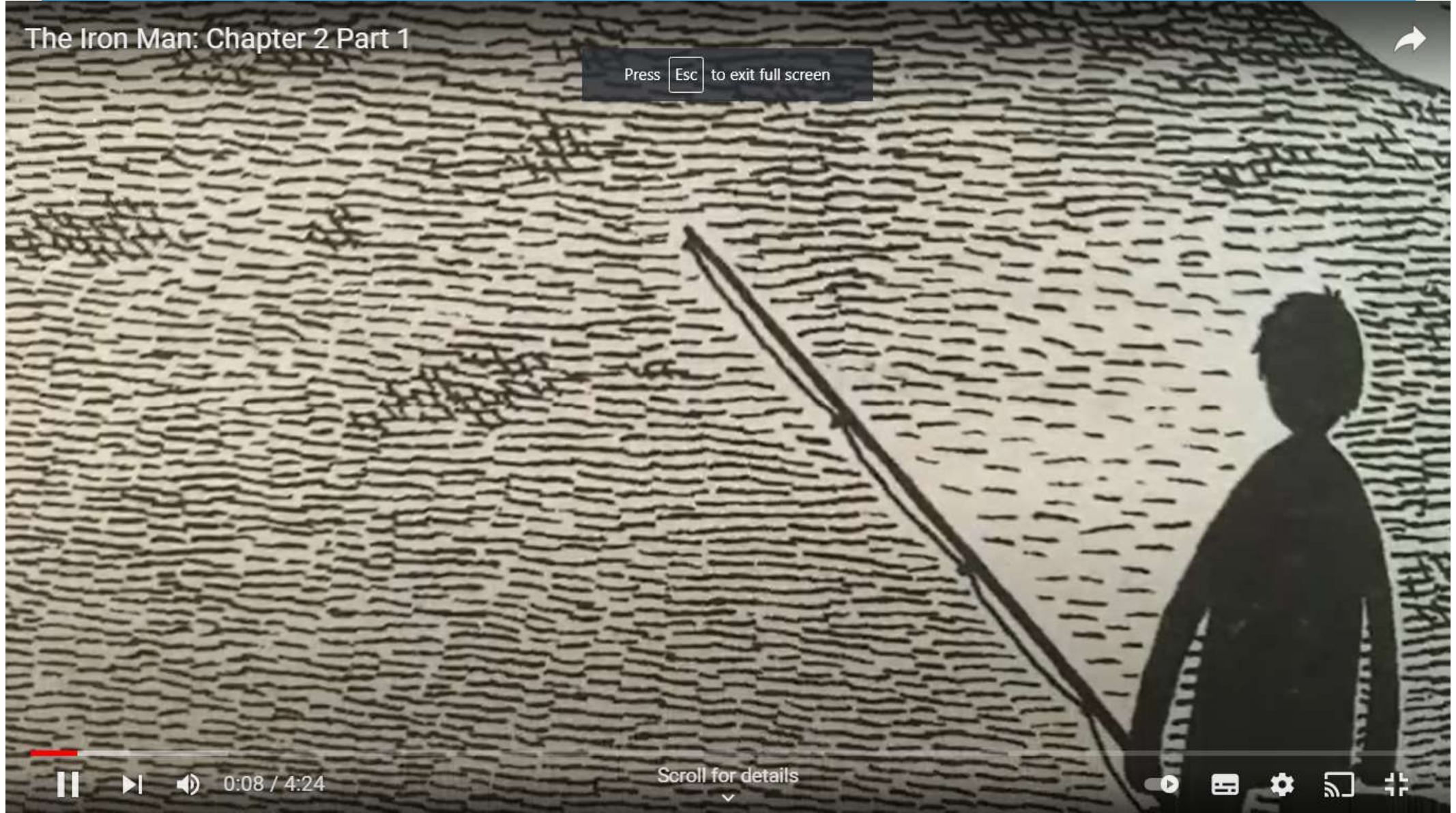
The gulls took off and glided down low over the great iron head that was now moving slowly out through the swell. The eyes blazed red, level with the wavetops, till a big wave covered them and foam spouted over the top of the head. The head still moved out under water. The eyes and the top of the

... out under water. The eyes and the top of the head appeared for a moment in a hollow of the swell. Now the eyes were green. Then the sea covered them and the head.

The gulls circled low over the line of bubbles that went on moving slowly out into the deep sea.

The Iron Man: Chapter 2 Part 1

Press Esc to exit full screen



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Scroll for details



One evening a farmer's son, a boy called Hogarth, was fishing in a stream that ran down to the sea. It was growing too dark to fish, his hook kept getting caught in weeds and bushes. So he stopped fishing and came up from the stream and stood listening to the owls in the wood further up the valley, and to the sea behind him. Hush, said the sea. And again, Hush. Hush. Hush.

being watched. He felt afraid. He turned and looked up the steep field to the top of the high cliff. Behind that skyline was the sheer rocky cliff and the sea. And on that skyline, just above the edge of it, in the dusk, were two green lights. What were two green lights doing at the top of the cliff?

Then, as Hogarth watched, a huge dark figure climbed up over the cliff-top. The two lights rose into the sky. They were the giant figure's eyes. A giant black figure, taller than a house, black and

The Iron Man! There he stood on the cliff-top, looking inland. Hogarth began to run. He ran and ran. Home. Home. The Iron Man had come back.

So he got home at last and gasping for breath he told his dad. An Iron Man! An Iron Man! A giant!

His father frowned. His mother grew pale. His little sister began to cry.

His father took down his double-barrelled gun. He believed his son. He went out. He locked the door. He got in his car. He drove to the next farm. But that farmer had

So Hogarth's father got back in his car. Now it was dark and it had begun to rain. He drove to the next farm.

That farmer frowned. He believed. Tomorrow, he said, we must see what he is, this iron man. His feet will have left tracks in the earth.

So Hogarth's father again got back into his car. But as he turned the car in the yard, he saw a strange thing in the headlamps. Half a tractor lay there, just half, chopped clean off, the other half missing. He got out of his car and the other farmer came to look

too. The tractor had been bitten off – there were big teeth-marks in the steel.

No explanation! The two men looked at each other. They were puzzled and afraid. What could have bitten the tractor in two? There, in the yard, in the rain, in the night, while they had been talking inside the house.

The farmer ran in and bolted his door.

Hogarth's father jumped into his car and drove off into the night and the rain as fast as he could, homeward.

roadside ahead. Headlamps in a treetop? How?

Hogarth's father slowed, peering up to see what the lights might be, up there in the treetop.

As he slowed, a giant iron foot came down in the middle of the road, a foot as big as a single bed. And the headlamps came down closer. And a giant hand reached down towards the windshield.



reached down towards the windshield.



The Iron Man!

He drove on, faster and faster. And behind him, on the road, a clanging clattering boom went up, as if an iron skyscraper had collapsed. The iron giant, with his foot knocked from under him, had toppled over.

And so Hogarth's father got home safely.

BUT

Next morning all the farmers were shouting with anger. Where were their tractors? Their earth-diggers? Their ploughs? Their harrows? From every farm in the region, all the steel and iron farm machinery had

giant toothmarks where it had been bitten off. How had it been bitten off? Steel bitten off?

What had happened?

There was another clue.

From farm to farm, over the soft soil of the fields, went giant footprints, each one the size of a single bed.

The farmers, in a frightened, silent, amazed crowd, followed the footprints. And at every farm the footprints visited, all the metal machinery had disappeared.

Finally, the footprints led back up to the top of

8
tide. The Iron Man had gone back into the sea.

SO

The furious farmers began to shout. The Iron Man had stolen all their machinery. Had he eaten it? Anyway, he had taken it. It had gone. So what if he came again? What would he take next time? Cows? Houses? People?

They would have to do something.

They couldn't call in the police or the Army, because nobody would believe them about this Iron Monster. They

They pushed all the earth off to one side.

They covered the hole with branches and the branches they covered with straw and the straw with soil, so when they finished the hole looked like a freshly-ploughed field.

Now, on the side of the hole opposite the slope up to the top of the cliff, they put an old rusty lorry. That was the bait. Now they reckoned the Iron Man would come over the top of the cliff out of the sea, and he'd see the old lorry which was painted red, and he'd come down to get it to chew it up and eat

and he'd come down to get it to chew it up and eat it. But on his way to the lorry he'd be crossing the hole, and the moment he stepped with his great weight on to that soil held up only with straw and branches, he would crash through into the hole and would never get out. They'd find him there in the hole. Then they'd bring the few bull-dozers and earth-movers that he hadn't already eaten, and they'd push the pile of earth in on top of him, and bury him for ever in the hole. They were certain now that they'd get him.