

English planning and resources

Planning and Resources

School -

Year group (s) – 3

Teacher –

Text – The wild robot

Term – Summer 1

Overview – original

Su1	POR 1 +2 prediction vocab comp research	POR 3 +4 comprehension and characterisation	POR 5 story mapping	POR 6+7+8 responding to illustrations	POR 9+10 Role on the wall	The Wild Robot by Peter Brown	Sequel to The Wild Robot – The return of the wild robot
Su2	POR 11+12 response and comp	POR 13+14 drama and story mapping	POR 15 +16 role on wall and emotion chart	POR 17 +18 scale of intensity vocab (not research yet)	POR 19 +20 not poetry focus on language and fireside speech		
Su3	POR 21+22 story mapping and freeze frame	POR 23+24 language and reflections of RECOS	POR 25+26 reflections of the story SPAG modal verbs assertions	Learn model text version of The Wild Robot – sequence box up / tadpole	POR 28-30 – planning a sequel for Roz to escape and return – shared writing model plan		
Su4	Shared writing innovation of opening, build up and problem of sequel	Write own plan and opening for sequel (hot)	Write build up and problem (hot)	Write resolution and closing (hot)	Edit, review and perform		
Su5	Model text on an animal boxing up and tadpoling	Research other animals SPAG question marks – headings SPAG technical language	Shared write innovation of habitat for researched animal – write own for own animal researched	Shared write appearance for animal researched – write own appearance and diet for own animal researched	Edit, review and perform		Non-chronological report about animals
Su6	Model text learn box up and tadpole	Vocabulary and focus spag question marks	Shared writing innovate model poem on different characters having a conversation	Write own dialogue for different point in story	Edit, review and perform		Question and answer poetry

Writing outcomes and SPAG focus

Writing outcomes

- * Sequel to The Wild Robot
- * Non-chronological report
- * Question and answer poem

SPAG focus

- * Model verbs
- * Questions
- * Researching

Genre objectives and NC objectives

<u>Problem / Resolution Story Expectations Y3</u>	<u>National Curriculum Writing Expectations Y3</u>
Use time, place or weather to orientate the reader	Know what a prefix and a suffix are.
Explain how the character feels	Spell commonly misspelled words.
Show through actions how a character has changed	Use the possessive apostrophe.
Use dramatic speech to warn characters	Check words in a dictionary.
Describe a character's emotions using senses	Draft the work I am planning to complete orally and on paper.
Select powerful, precise and well-chosen language to describe	Evaluate and edit my work, checking for spelling and vocabulary errors.
Use expanded noun phrases to describe	Write in cursive handwriting smoothly and legibly.
Use speech only when needed to move the action on	Write sentences that have more than one clause.
Use dialogue to suggest how a character feels	Use a variety of conjunctions like when, if, because, although.
Use sort sentences for effect	Use the present perfect form of verbs.
Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - There is a resolution Ending - Main character is happy again	Use adverbs, conjunctions and prepositions to express time and cause.
	Use fronted adverbials.
	Punctuate direct speech.
	Use the correct nouns and pronouns.
	Use appropriate and correct determiners

Report Expectations Y3

Use generalisers

Use addition conjunctions

Use subject specific and technical vocabulary

Use present tense

Use third person

Use detail and description with comparisons

Vary sentence openers

Use formal language

Paragraph 1 - Introduce the topic

Paragraph 2 - Describe what it looks like

Paragraph 3 - Describe where it is found

Paragraph 4 - Describe what it is best known for

Paragraph 5 - Final amazing fact

Genre objectives

Limerick / Haiku / Cinquain / Poet study / Classic / Performance

Poetry Expectations Year 3

Describe the effect a poem has and suggest possible interpretations

Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes

Explain the pattern of different simple forms

Perform individually or chorally

Vary volume, experimenting with expression and use pauses for effect

Use actions, voices, sound effects and musical patterns to add to a performance

Invent new similes and experiment with word play

Use powerful nouns, adjectives and verbs

Experiment with alliteration

Write free verse

Borrow or create a repeating pattern

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

- * https://clpe.org.uk/system/files/The%20Wild%20Robot_Years%203%20and%204.pdf

Other books by Peter Brown:

- *The Wild Robot Escapes* (Picadilly) - children will be writing their own version of the sequel
- *Mr. Tiger Goes Wild* (Two Hoots)

Links to other texts and resources

Books to support understanding about robotics and artificial intelligence:

- *Robot: Meet the Machines of the Future*, Lucy Rogers (Dorling Kindersley)
- *How to Build Robots*, Louise Derrington (Crabtree Publishing Company)
- *Robots (21st Century Inventions)*, Tammy Gagne (Pop)
- *The Iron Man*, Ted Hughes and Laura Carlin (Walker) Covered in Y2
- *The Robot and the Bluebird*, David Lucas (Andersen Press)

Books to support learning about ecology and the natural world:

- *Lots. The Diversity of Life on Earth*, Nicola Davies and Emily Sutton (Walker)
- *The Animal Science* series, Nicola Davies and Neal Layton (Walker)
- *Migration. Incredible Animal Journeys*, Mike Unwin and Jenni Desmond (Bloomsbury)
- *Amazing Animal Journeys*, Chris Packham and Jason Cockcroft (Egmont)
- *Life on Earth*, David Attenborough (Collins)

Books to support the exploration of conservation, sustainability and environmentalism:

- *If the World Were a Village*, David J. Smith and Shelagh Armstrong (A & C Black)
- *Our Planet: Infographic How It Works*, Jon Richards and Ed Simkins (Wayland)
- *How the World Works*, Christiane Dorion and Beverley Young (Templar)
- *Belonging*, Jeannie Baker (Walker)
- *The Promise*, Nicola Davies and Laura Carlin (Walker)
- *Dear Greenpeace*, Simon James (Walker)
- *One World*, Michael Foreman (Andersen Press)
- *Survival*, Louise McNaught and Anna Claybourne (Big Picture Press)
- *A is for Activist*, Innosanto Nagara (Seven Stories Press)
- *This Book is Not Rubbish. 50 Ways to Ditch Plastic and Save the World!*, Isabel Thomas and Alex Paterson (Wren & Rook)
- *Our Beautiful Earth: Saving our Planet Piece by Piece*, Giancarlo Macri and Carolina Zanotti (Universe Publishing)
- *Stories for a Fragile Planet: Traditional Tales about Caring for the Earth*, Kenneth Steven and Jane Ray (Lion Hudson)
- *12 Small Acts to Save Our World: Simple Everyday Ways You Can Make a Difference* (Century)
- *Moth. An Evolution Story*, Isabel Thomas and Daniel Egneus (Bloomsbury) Covered in Y2

Books inspired by innovative figures who have made positive contributions to society:

- *Mama Miti*, Donna Jo Napoli and Kadir Nelson (Simon & Schuster, USA) Covered in Y5

Hook ideas

- * A – Place a large crate / box in the classroom with big crack across the top – fill with stuffing that can be showing through crack – ask children what could be inside – make a robot from blocks covered in tin foil that can be placed inside
- * B - Draw a large island in chalks outside for children to explore – mountain / waterfall / lake / caves etc.
- * c – combine the two above to have crate on island – ask how it could have got there etc.

Week 1 Monday

- * Learning Outcome / Objective
- * I can personal responses and justifications.
- * I can make connections between our new book and others I have read.
- * I can make predictions.

CHAPTER 1

THE OCEAN

Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared and raged through the night. And in the middle of the chaos, a cargo ship was sinking

down

down

down

to the ocean floor.

The ship left hundreds of crates floating on the surface. But as the hurricane thrashed and swirled and knocked them around, the crates also began sinking into the depths. One after another, they were swallowed up by the waves, until only five crates remained.

By morning the hurricane was gone. There were no clouds, no ships, no land in sight. There was only calm water and clear skies and those five crates lazily bobbing along an ocean current. Days passed. And then a smudge of green appeared on the horizon. As the crates drifted closer, the soft green shapes slowly sharpened into the hard edges of a wild, rocky island.

Tell me...

- * *How does it make you feel? Why?*
- * What do you think is happening?
- * Does anything puzzle you? Do you have any questions?
- * *Does it remind you of other story openings in books or films?*
- * *How?*

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Illustrators ready?

- * Use chalk pastels to begin to draw aspects of the novel's dramatic opening that you find particularly vivid.
- * Annotate your drawing with words and phrases
'thrashed and swirled',
'sinking into the depths'
'no clouds, no ships, no land in sight'
'Days passed.'

Gallery walk...

Comment on and add further annotations on nearby post-it notes inspired by the artwork.

Predictions...

- * What do you think is inside the crates?
- * Draw on your knowledge of the world as well as your story knowledge.
- * *What might make an interesting story and why?*

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The first crate rode to shore on a tumbling, rumbling wave and then crashed against the rocks with such force that the whole thing burst apart.

Now, reader, what I haven't mentioned is that tightly packed inside each crate was a brand-new robot. The cargo ship had been transporting hundreds of them before it was swept up in the storm. Now only five robots were left. Actually, only four were left, because when that first crate crashed against the rocks, the robot inside shattered to pieces.

The same thing happened to the next crate. It crashed against the rocks, and robot parts flew everywhere. Then it happened to the next crate. And the next. Robot limbs and torsos were flung onto ledges. A robot head splashed into a tide pool. A robot foot skittered into the waves.

And then came the last crate. It followed the same path as the others, but instead of crashing against the rocks, it sloshed against the remains of the first four crates. Soon, more waves were heaving it up out of the water. It soared through the air, spinning and glistening until it slammed down onto a tall shelf of rock. The crate was cracked and crumpled, but the robot inside was safe.

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Robots... did you predict that?

What we already know about robots	What we want to find out about robots	What we've learned about robots

- * *What do they look like?*
- * *How do they behave?*
- * *What do they sound like?*
- * *How do you know?*
- * *What do robots do? Who for?*
- * *How are they useful?*
- * *Are they safe? Why? Why not?*
- * *How are they built? Who builds them?*

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can discuss my opinions and give reasons for them.
- * I can make predictions.
- * I can recognise characters and settings.

THE OTTERS

The island's northern shore had become something of a robot gravesite. Scattered across the rocks were the broken bodies of four dead robots. They sparkled in the early-morning light. And their sparkles caught the attention of some very curious creatures.



A gang of sea otters was romping through the shallows when one of them noticed the sparkling objects. The otters all froze. They raised their noses to the wind. But they smelled only the sea. So they cautiously crept over the rocks to take a closer look.

The gang slowly approached a robot torso. The biggest otter stuck out his paw, swatted the heavy thing, and quickly jumped back. But nothing happened. So they wriggled over to a robot hand. Another brave otter stuck out her paw and flipped the hand over. It made a lovely clinking sound on the rocks, and the otters squeaked with delight.

They spread out and played with robot arms and legs and feet. More hands were flipped. One of the otters discovered a robot head in a tide pool, and they all dove in and took turns rolling it along the bottom.

And then they spotted something else. Overlooking the gravesite was the one surviving crate. Its sides were scraped and dented, and a wide gash ran across its top. The otters scampered up the rocks and climbed onto the big box. Ten furry faces poked through the gash, eager to see what was inside. What they saw was another brand-new robot. But this robot was different from the others. It was still in one piece. And it was surrounded by spongy packing foam.

The otters reached through the gash and tore at the foam. It was so soft and squishy! They squeaked as they snatched at the fluffy stuff. Shreds of it floated away on the sea breeze. And in all the excitement, one of their paws accidentally slapped an important little button on the back of the robot's head.

Click.

It took a while for the otters to realize that something was happening inside the crate. But a moment later, they heard it. A low whirring sound. Everyone stopped and stared. And then the robot opened her

CHAPTER 3

THE ROBOT

The robot's computer brain booted up. Her programs began coming online. And then, still packed in her crate, she automatically started to speak.

"Hello, I am ROZZUM unit 7134, but you may call me Roz. While my robotic systems are activating, I will tell you about myself.

"Once fully activated, I will be able to move and communicate and learn. Simply give me a task and I will complete it. Over time, I will find better ways of completing my tasks. I will become a better robot. When I am not needed, I will stay out of the way and keep myself in good working order.

"Thank you for your time.

"I am now fully activated."

As you might know, robots don't really feel emotions. Not the way animals do. And yet, as she sat in her crumpled crate, Roz felt something like curiosity. She was curious about the warm ball of light shining down from above. So her computer brain went to work, and she identified the light. It was the sun.

The robot felt her body absorbing the sun's energy. With each passing minute she felt more awake. When her battery was good and full, Roz looked around and realized that she was packed inside a crate. She tried to move her arms, but they were restrained by cords. So she applied more force, the motors in her arms hummed a little louder, and the cords snapped. Then she lifted her hands and pulled apart the crate. Like a hatchling breaking from a shell, Roz climbed out into the world.





What do you think the otters and the robot are thinking?

- * What makes you think that?*
- * How does the image of the robot relate to the title of Chapter 4 'The Robot Hatches'?*



Tell me...

Likes

What did you like about the book/story/picture?

Dislikes

Was there anything you disliked about it?

Puzzles

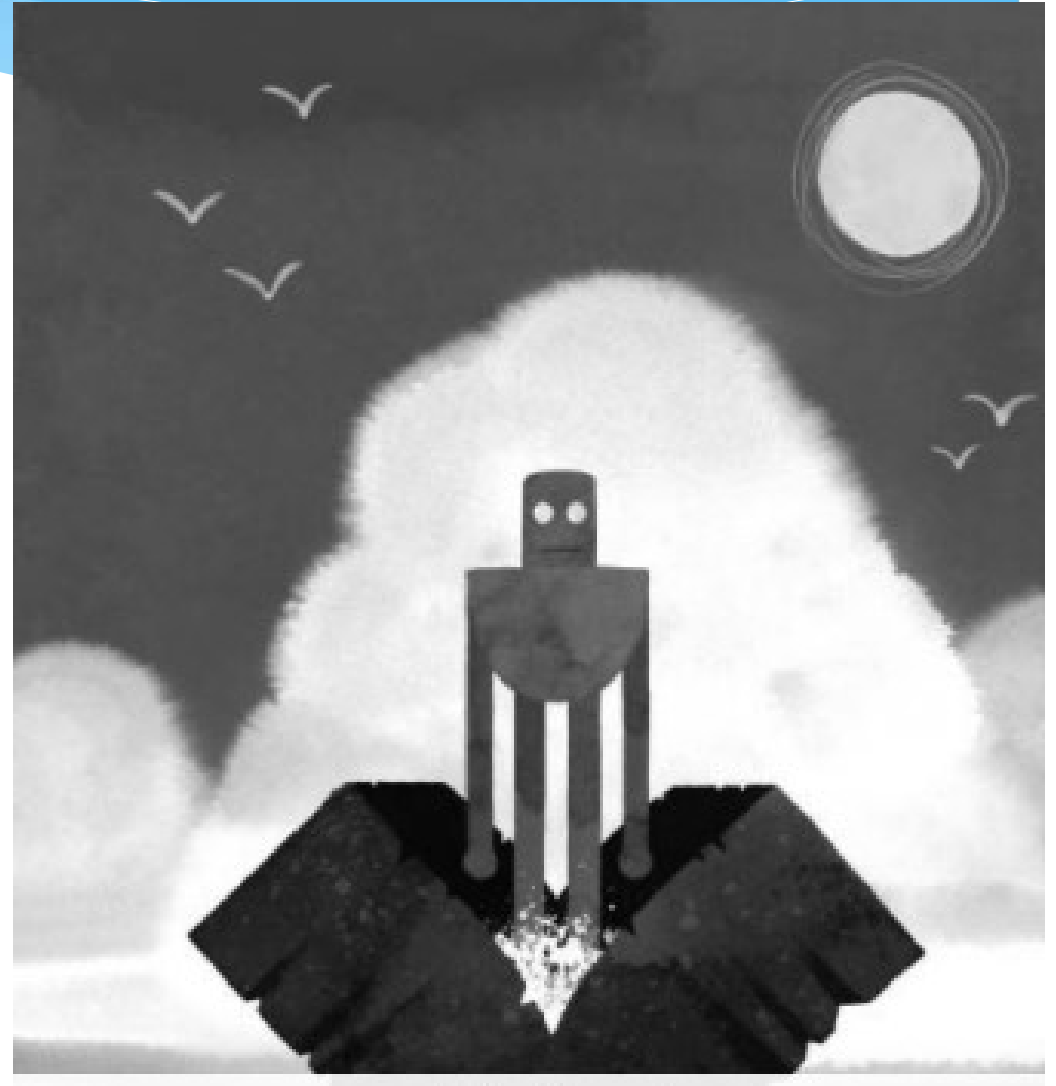
Was there anything that puzzled you?

Connections and patterns

*Does it remind you of anything?
Did you notice any patterns?*

When do you think a robot is born?

When it is created in the factory or when it is programmed or when it is first activated?



The setting...

what do you know so far...

- * What other animals are likely to inhabit the island if otters live there?
- * How could you find out?
- * *What do you think this story will be about?*
- * *Why kind of story will it be?*
- * *Who are the characters and what is their relationship?*

THE ROBOT GRAVESITE

Those otters were now hiding behind a rock. Their round heads nervously poked up, and they watched as a sparkling monster emerged from the crate. The monster slowly turned her head as she scanned the coastline. Her head turned and turned, all the way around, and it didn't stop turning until she was looking right at the otters.

"Hello, otters, my name is Roz."

The robot's voice was simply too much for the skittish creatures. The biggest otter squeaked, and the whole gang suddenly took off. They galloped back across the robot gravesite, flopped into the ocean, and raced through the waves just as fast as they could.

*Roz watched the otters go, but her eyes lingered on the sparkling objects that littered the shore. The objects looked strangely familiar. The robot swung her left leg forward, then her right, and just like that she was taking her very first steps. She stomped away from her crate and over the rocks and through the gravesite until she was standing above a broken robot body. She leaned in and noticed the word *ROZZUM* lightly etched on the torso. She noticed the same word on all the torsos, including her own.*

Roz continued exploring the gravesite until a playful little ocean wave washed over the rocks. She automatically stepped away from it. Then a bigger wave sloshed toward her, and she stepped away again. And then a gigantic wave crashed over the rocks and engulfed the entire gravesite. Heavy water pounded against her body and knocked her to the ground, and her Damage Sensors flared for the first time. A moment later, the wave was gone, and Roz lay there, dripping and dented and surrounded by dead robots.

Roz could feel her Survival Instincts—the part of her computer brain that made her want to avoid danger and take care of herself so she could continue functioning properly. Her instincts were urging her to move away from the ocean. She carefully got to her feet and saw that high above the shore, the land

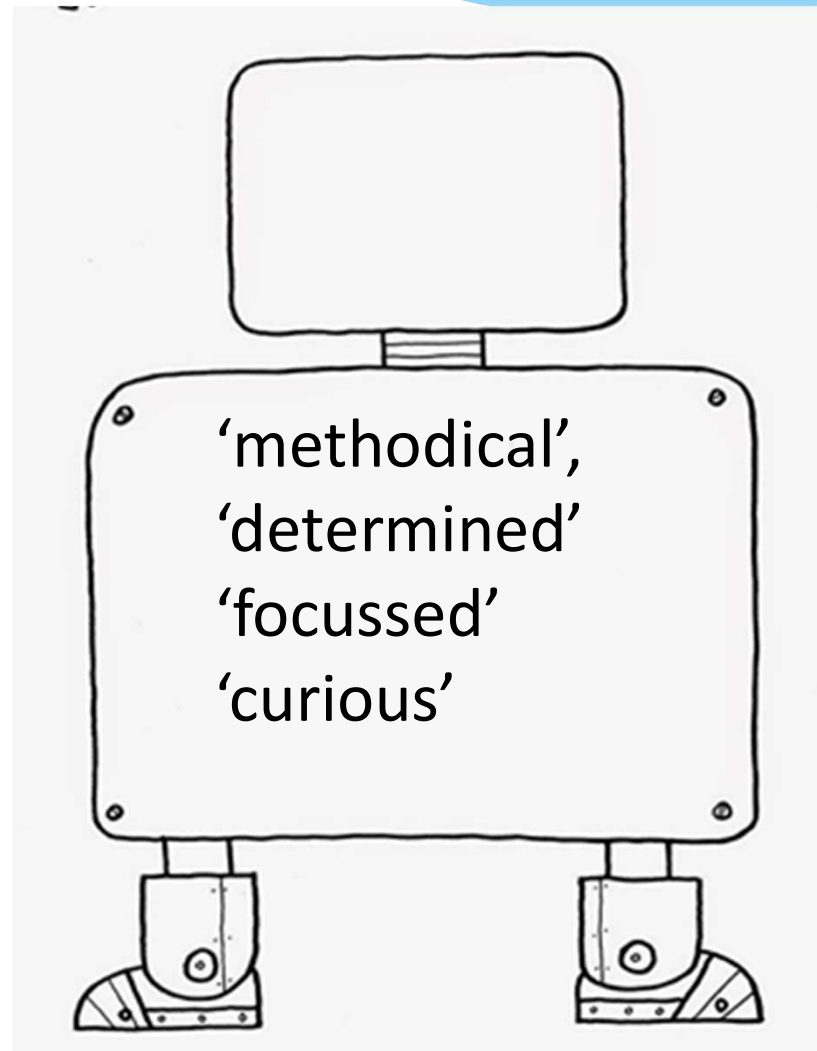
Seagulls squawked from their cliff nests and soared away when the robot came too close. But Roz paid them no mind. She was focused only on getting to the top. Up and up and up she went, methodically climbing past nests and ledges and tiny trees rooted in the cracks, and before long our robot felt the soft soil of the island beneath her feet.



Roz is programmed to keep herself safe - her Survival Instincts -

- * What is Roz learning already from her observations of the animals about surviving in this terrain, such as mimicking the movement of the crab to scale the cliff safely.
- * *Do you think she has learned anything from the otters?*
- * *Why? Why not?*
- * *Do we learn everything straight away?*
- * *What might be useful for Roz that she could learn from the otters?*

Role on the wall - Roz



Week 1 Wednesday

- * Learning Outcome / Objective
- * I can retrieve information around setting descriptions.
- * I can infer character thoughts and feelings.

snagged and she toppled over like a piece of timber. It wasn't a bad fall. No dings, no dents, just dirt. But Roz was programmed to keep herself in good working order, and once she was back on her feet, she immediately began cleaning herself off. Her hands darted around her body, quickly brushing and picking off every speck of dirt. Only when the robot was sparkling again did she continue through the forest.



THE PINECONES

If you stand in a forest long enough, eventually something will fall on you. And Roz had been standing in the forest long enough. A gentle wind whispered through the treetops, and then—*thunk!*—a pinecone bounced off her head. The robot looked down and watched the pinecone roll to a stop. It seemed harmless, so Roz went right back to doing nothing.



A few hours later, a gust of wind rushed through the treetops and then—*thunk!*—the robot looked down as another pinecone rolled away.

THE MOUNTAIN

Roz was now stomping her way up the mountain. Dense forest and rocky outcrops forced the robot to zig and zag and backtrack, but after an hour of steady hiking, she arrived at the craggy mountain peak.

Grasses and flowers and shrubs sprouted from every pocket of soil. But there were no trees at the top. Roz was safe from those annoying pinecones. She dusted herself off and then carefully climbed up a leaning slab of stone, to the very highest point of the entire mountain.

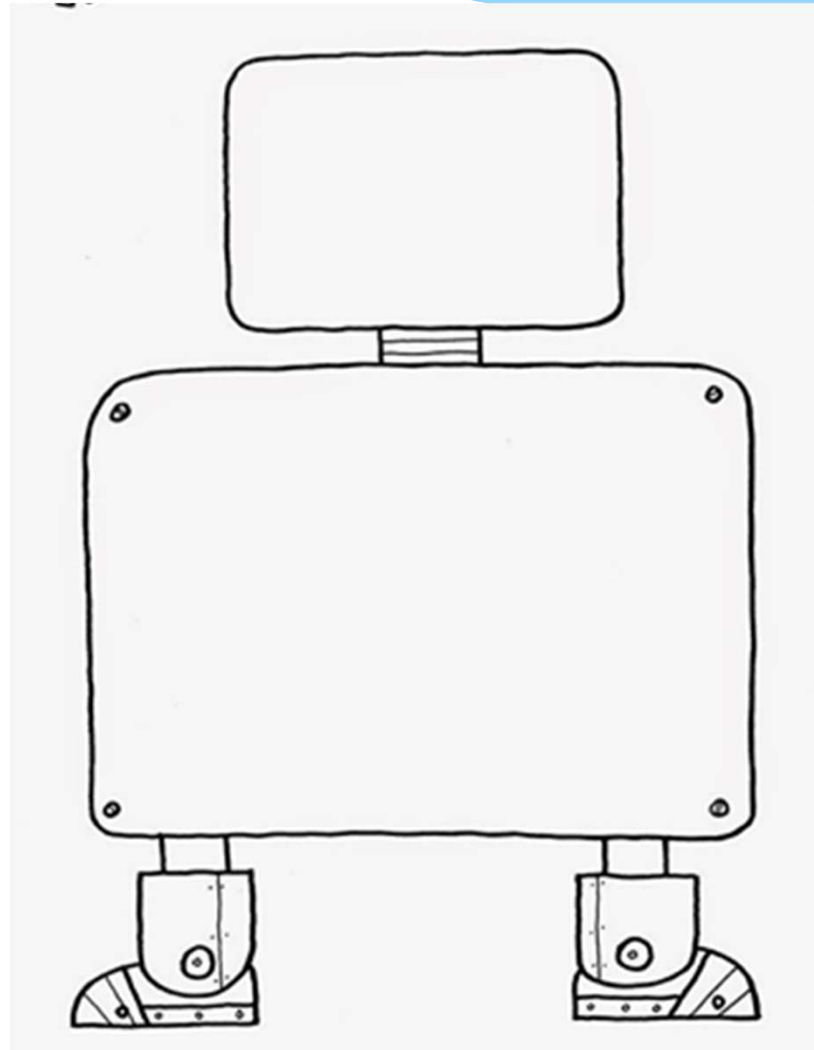
The robot slowly turned her head completely around. She saw the ocean stretching to the horizon in every direction. And in that moment, Roz learned what you and I have known since the beginning of this story. In that moment, Roz finally realized that she was on an island.

Roz looked down and surveyed the island. Starting from the sandy southern point, the island grew wider and greener and hillier until it finally jutted up into the rocky cone of the mountain. In some places the mountain fell away, leaving sheer cliffs. A waterfall rushed off one cliff and fed a river that wound its way through a great meadow in the center of the island. The river flowed past wildflowers and ponds and boulders and then disappeared into the forest.



Role on the wall - Roz

- * Keep adding ...



What can she see?

- * rocky coastline
- * the cliffs
- * the coniferous forest
- * the densely forested and rocky mountain slope
- * grassy, floral peak upon which she now stands





Setting

Collaborate in small groups to recreate the island setting.

What animals are mentioned?

Blurry shapes suddenly cut through the robot's vision. She refocused her eyes and saw vultures circling above the foothills. Then she noticed lizards warming themselves on a distant rock. A badger peeked out from a berry bush. A moose waded through a stream. A flock of sparrows turned in perfect unison above the trees. The island was teeming with life. And now it had a new kind of life. A strange kind of life. Artificial life.

Animals on the island...

Secondary characters	Background characters
<ul style="list-style-type: none">- A fox- A deer family- A beaver family- Geese and one gosling in particular- A mother bear and two cubs- A trout	<ul style="list-style-type: none">- A gang of sea otters- A crab- Vultures- Lizards- Badgers- A flock of sparrows- Bees- Rodents- Rabbits- A stick insect



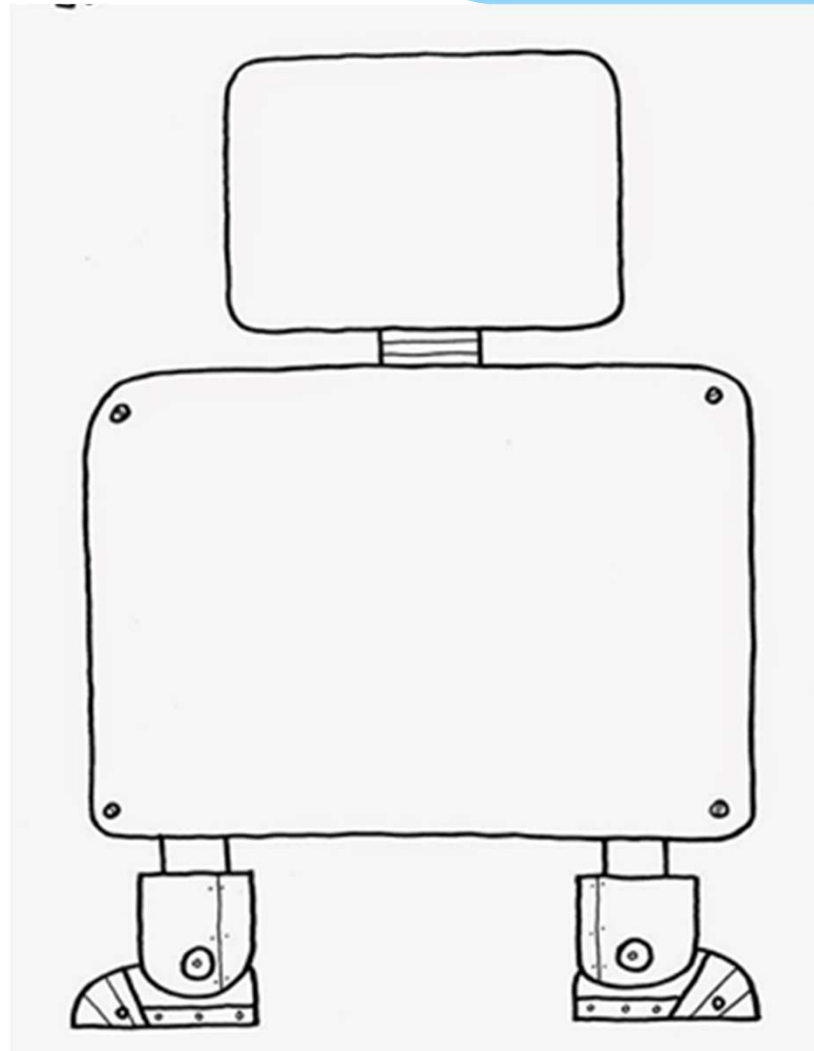
How might other animals react to Roz...



Think of the otters' reactions and the word 'monster'.

Role on the wall - Roz

- * Keep adding ...



Week 1 Thursday

- * Learning Outcome / Objective
- * I can recognise how language can create a mood.
- * I can form vivid pictures in my mind.
- * I can use dramatic effects to emphasise key words and phrases.

THE REMINDER

I should remind you, reader, that Roz had no idea how she had come to be on that island. She didn't know that she'd been built in a factory and then stored in a warehouse before crossing the ocean on a cargo ship. She didn't know that a hurricane had sunk the ship and left her crate floating on the waves for days until it finally washed ashore. She didn't know that she'd been accidentally activated by those curious sea otters. As the robot looked out at the island, it never even occurred to her that she might not belong there. As far as Roz knew, she was home.

Home

What are we being reminded as the 'reader' about Roz's origins?

Why do you think the author is doing this?

Why might we need reminding?

As far as Roz knows, she is home.

Do you agree? Why? Why not?

Will the animals agree that this is the robot's home? Why? Why not?

Where do we think Roz belongs? Who does she belong to? What makes you think that?

Why should she think she does not belong there? Should she be taken back to her real home? Why? Why not?

What does home mean to Roz? What does it mean to you?

CHAPTER 11

THE ROBOT SLEEPS

Roz stood on the peak and watched the sun sink behind the ocean. She watched shadows slowly spread over the island and up the mountainside. She watched the stars come out, one by one, until the sky was filled with a million points of light. It was the first night of the robot's life.

She activated her headlights, and suddenly bright shafts of light were beaming out from her eyes and illuminating the whole mountaintop. Too bright. So she dimmed them. Then she turned them off and sat in darkness and listened to the chorus of nighttime chirps.

After a while, our robot's computer brain decided it was a good time to conserve energy. So she sat and anchored her hands to the rocks, her nonessential programs switched off, and then, in her own way, the robot slept.



What do you know about the force of a storm; the sights, sounds and atmosphere created by one?

What would it look like from the mountain top?

How would the island be affected?

Why is this illustration bleeding into the text?

What does it say about this particular storm?

THE STORM

Roz felt safe up on the mountaintop. So she spent the next few days and nights perched on the peak. But everything changed one afternoon when a low-flying cloud crept up the mountain and Roz found herself surrounded by white. When the world faded back into view, she noticed more clouds floating south past the island. Then she heard a deep rumble behind her. The robot turned her head around and saw that the sky was filled with a swirling wall of darkness. Light flickered here and there. More deep rumbles.

A storm was approaching, and it wasn't just any storm. It was as fierce as the one that had sent the cargo ship to the ocean floor. The wind picked up, and the first drops of rain tapped against the robot. It was time to go. Roz unclamped her hands and began sliding down the peak. Hot sparks flew from where her body scraped against the leaning slab of stone. As soon as her feet hit soil, she was off and running.



The rain fell harder.

The wind blew faster.

The lightning flashed brighter.

The thunder cracked louder.

So much rainwater was falling that rushing rivers of runoff started springing up everywhere. Roz splashed down the mountain, searching through the gloom for any kind of shelter. But she should have watched where she was going. Her heavy feet slipped and tripped, and she tumbled right into a mudslide.

Our robot was helpless. The river of mud whisked her downhill, slamming her into rocks and dragging her through bushes and sweeping her straight toward a cliff! Mud was pouring off the cliff like a waterfall! Roz frantically clawed at the ground, grasping for anything she could hold on to, but the flow only carried her faster toward the edge. And just as she was about to plunge over the side, she came to a hard, sudden stop.

Mud surged around her, spraying into her face and pinning her against some solid thing. She blindly felt with her hands and recognized the thick roots and trunk of a pine tree. In an instant she was pulling herself up into the branches. The wind whipped across the mountainside and Roz heard the familiar *thunk!* of pinecones pelting her body. But she didn't mind them. She was just happy to be safe from the

Tell me...

What did you like about this?

What did you dislike? Why?

Did it remind you of anything in real life or stories? How?

Do you have any questions?

Does anything puzzle you?

CHAPTER 13 THE AFTERMATH

Daybreak, and the storm had passed, but the sounds of water were everywhere. The air was filled with the dripping sounds of mountain runoff and the sloshing sounds of flooded streams. And then came a very different sound. It was the clanging sound made when a robot slips on a wet rock. There were quite a few clangs that morning.

As Roz worked her way downhill, she scanned the aftermath of the storm. Giant mounds of mud and debris had formed below the cliffs. The island's central river had crested its banks and spilled into the nearby fields and forests. Some trees had been uprooted. Others were submerged, their upper branches barely poking above the floodwaters, their lower branches swarming with fish instead of birds.

After such a storm, you might expect to see animal

corpses scattered among all the devastation. But the animals seemed to have survived just fine. Somehow, they had known the storm was coming, and they had found shelter long before it rolled in. Lowland creatures, who had sought refuge on higher ground, were waiting patiently for the water to recede. Deer were wading through the flooded fields. Beavers were busily collecting a trove of fallen branches. Geese honked in the sky before splashing down into a watery section of the forest.

Clearly, the animals were experts at survival.

Clearly, the robot was not.

Roz was crusted with mud and grit, so she gave herself another good cleaning, but that only revealed her dents and scratches. They were really starting to add up. She hardly resembled the perfect robot who had appeared on the shore just a week earlier.

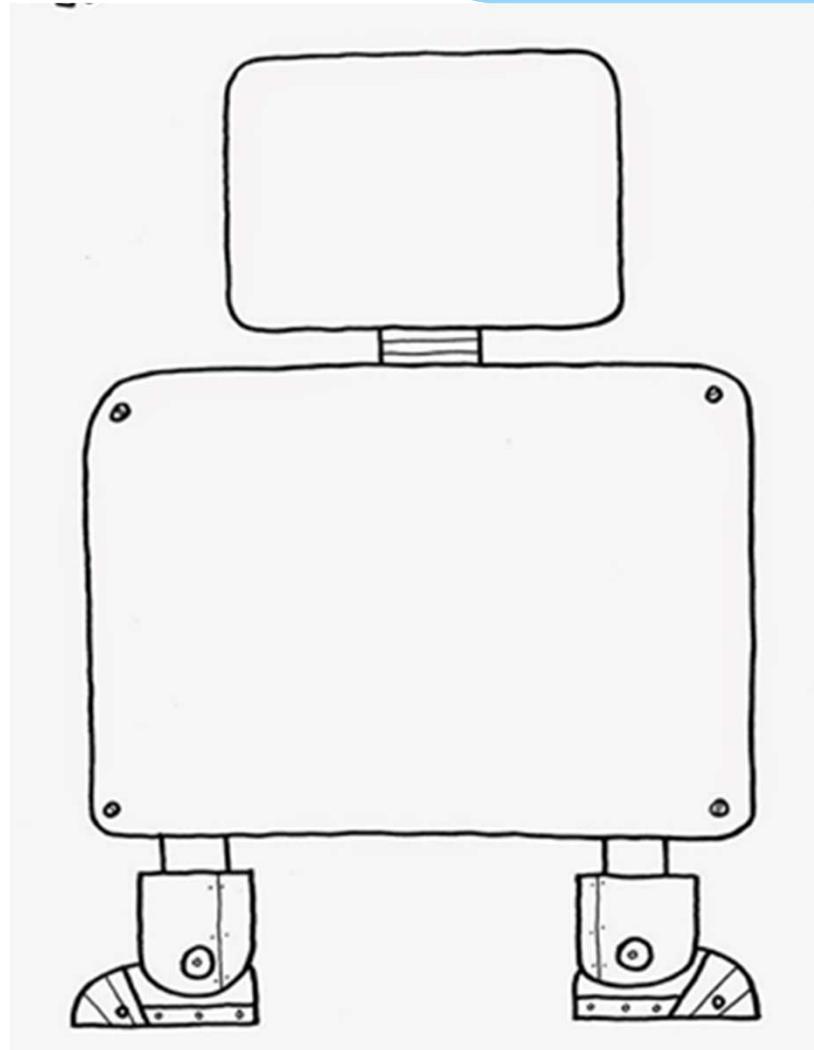
The wilderness was taking a toll on poor Roz. So she felt something like relief when she spotted the quiet hole in the side of the mountain. It looked like a safe place for a robot. She stomped across the hillside and up to the cave, but never stopped to wonder what might be lurking within.

‘Clearly, the animals were experts at survival. Clearly, the robot was not.’

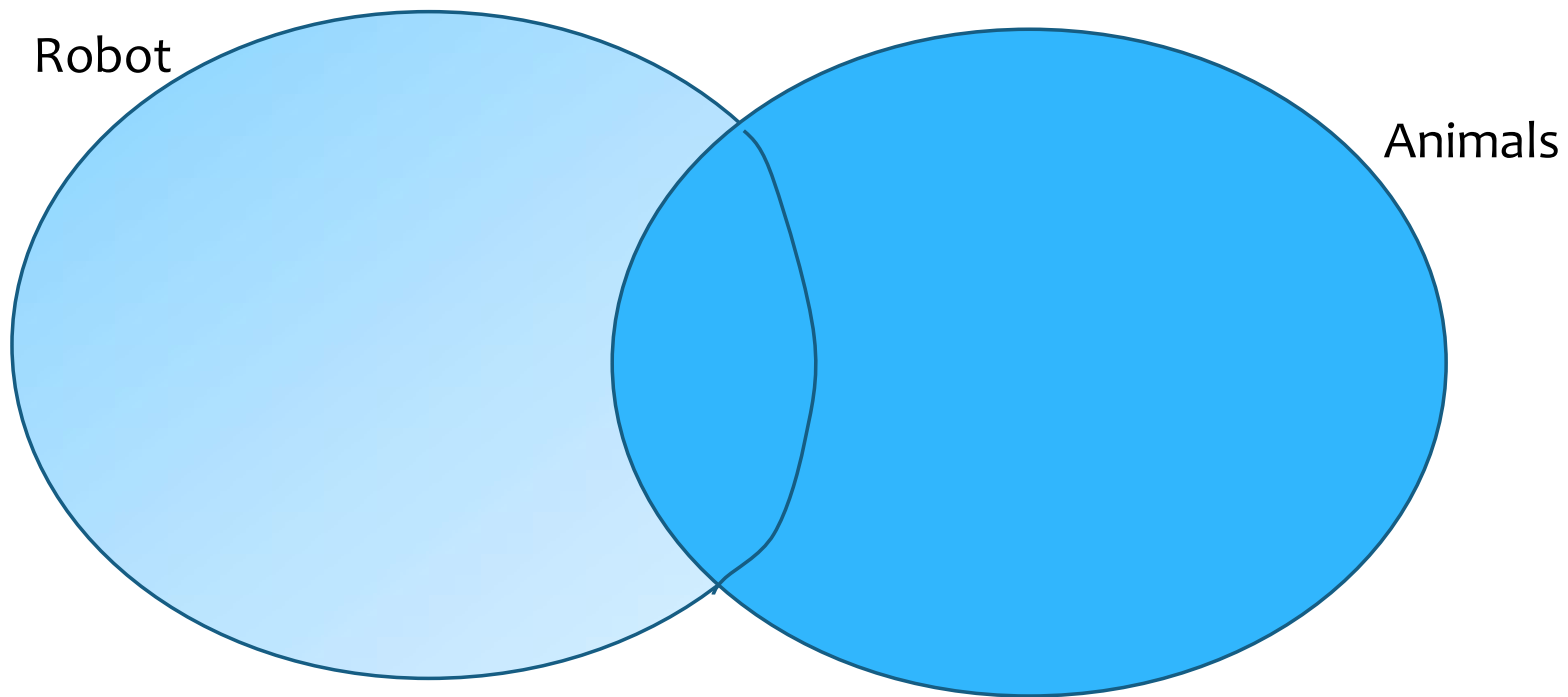
- * *What does this mean?*
- * *Do you agree with these statements?*
- * *Why? Why not?*
- * *What do you think about her actions – climbing the tree, entering a cave for safety, etc?*

Role on the wall - Roz

- * Keep adding ...



In what ways are the animals and the robot similar? In what ways are they different?



Week 1 Friday

- * Learning Outcome / Objective
- * I can make predictions drawing on previous knowledge of settings and character actions.
- * I can recognise and respond from different perspectives.

CHAPTER 14

THE BEARS

Roz stomped into the cave. And then she stomped right back out.

“Please stay away!” said the robot to the two bears who were now nipping at her heels. You see, when Roz stomped into the cave, she accidentally woke a brother and sister bear from their morning nap, which is never a good idea. And to make matters worse, bears have an instinct that drives them to chase and attack anything that moves.

Prediction time...

- * *What will happen next?*
- * *What makes you think that?*
- * *Does this remind you of anything in real life or stories?
How?*
- * *What happened?*
- * *How might Roz escape?*



CHAPTER 14

THE BEARS

Roz stomped into the cave. And then she stomped right back out.

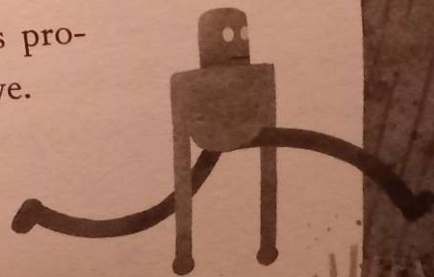
"Please stay away!" said the robot to the two bears who were now nipping at her heels. You see, when Roz stomped into the cave, she accidentally woke a brother and sister bear from their morning nap, which is never a good idea. And to make matters worse, bears have an instinct that drives them to attack when a creature runs away, especially if the creature running away is a mysterious, sparkling monster. So as the startled bears watched Roz stomping out of their cave, they really had no choice



at all. They simply had to take up the chase.

Roz tried her best to outrun the bears. She leaped over rocks and wove through trees and stomped across the mountainside at full speed. But the bears were young and strong and fast, and the robot still had so much to learn about moving through the wilderness. She never even saw the tree root. One moment she was stomping along, and the next moment she was flying through the air and thumping down onto a rotten log. Clumps of soft wood stuck to her side as she stood and faced her attackers.

Wouldn't you be afraid if two bears were charging toward you? Of course you would! Everyone would! Even the robot felt something like fear. Roz was programmed to take care of herself. She was programmed to stay alive. And as the robot



Predictions...

- * *Is this what you expected?*
- * *Why? Why not?*
- * *What do you think she will do next?*
- * *What makes you think that?*



watched those bears charging toward her, she knew her life was in serious danger.

The bears slammed into Roz, knocking her against the trunk of a towering tree. Then one bear dove at her legs, and the other clawed at her chest. If only the robot had swung her fists or kicked her feet, she could have scared them off. One good bop in the nose would have sent them running. But the robot's programming would not allow her to be violent. Clearly, Roz was not designed to fight bears.

Powerful jaws chomped her arms. Sharp claws slashed her face. A massive head rammed her chest.

"Please stay away!" said the robot.

"Roarrrr!" said the sister bear.

"Grrrrrr!" said the brother bear.

And then the bears went in for the kill.

But the robot had vanished.

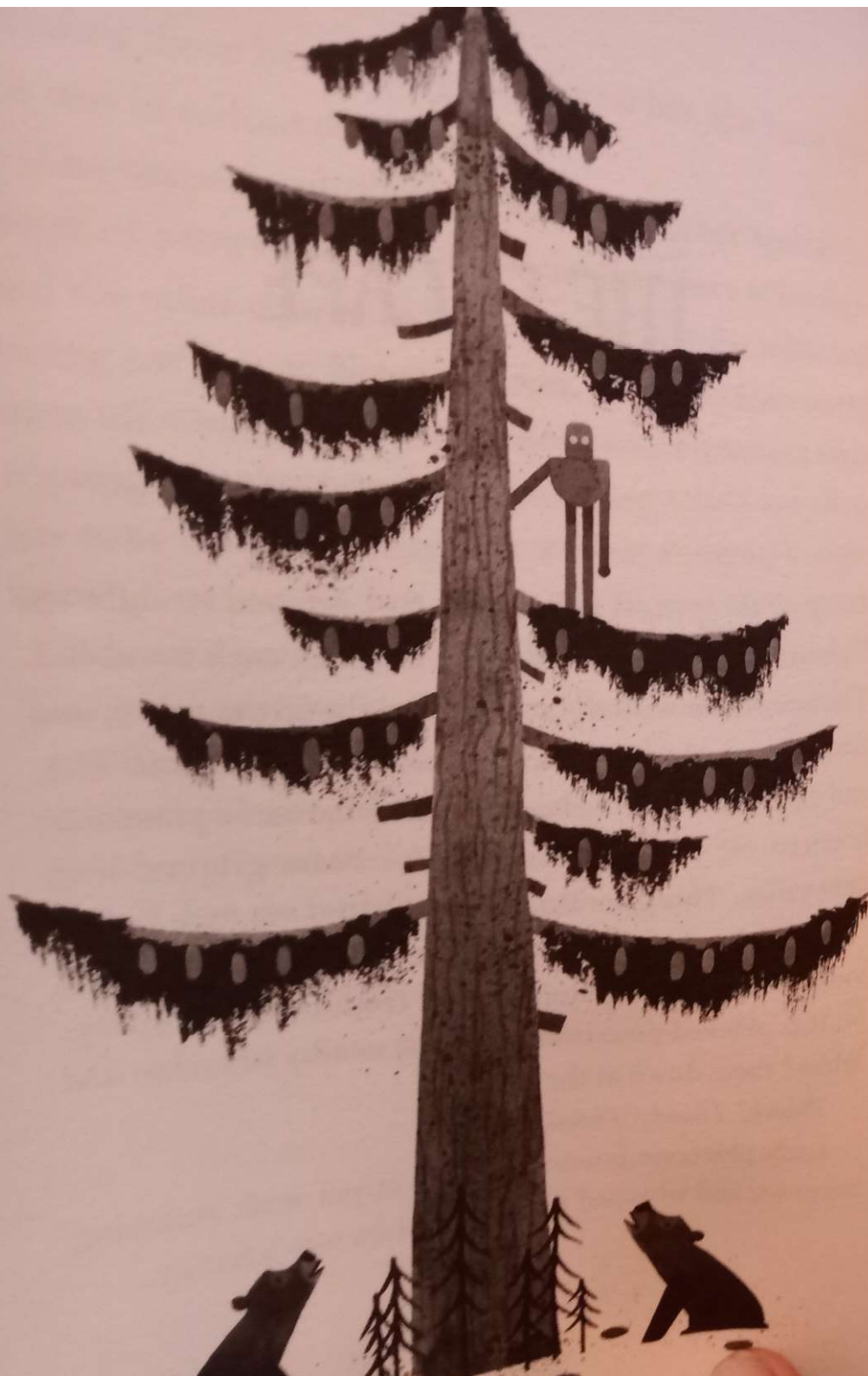
CHAPTER 15 THE ESCAPE

Using all the strength in her legs, Roz jumped straight up, high into the air, and landed on a tree branch overhead. The tree shook with the sudden weight of the robot, and then—*thunk thunk!*—two pinecones bounced off Roz, and a moment later—*thunk thunk!*—the same pinecones bounced off the bears below. The bears grunted with annoyance. This gave Roz an idea.

The robot's programming stopped her from being violent, but nothing stopped her from being annoying. So Roz plucked pinecones from the nearby branches and lobbed them down at the bears.

Thunk! Thunk! Thunk! Thunk!

Each pinecone bounced off its target with annoying accuracy and whipped the young bears into a frenzy.



"Roarrrrr!" said the sister bear.

"Grrrrrr!" said the brother bear.

"I do not understand you, bears," said the robot.

Roz was about to unload a whole armful of annoy pinecones when a distant roar echoed through the forest. Back at the cave, the mother bear was calling these two, and she did not sound happy. The young bears looked at each other. They knew they were in trouble. But before lumbering home, they glared up at Roz and snorted one last time. More than anything, they wanted to kill the robot.

CHAPTER 16
THE PINE TREE

Roz was in no hurry to leave the tree. She stayed on her branch long after the bears had gone, enjoying some peace and looking herself over.

In addition to bite marks and claw marks, the robot was also covered in dirt, which, of course, meant it was time for another cleaning. She was making good progress when she felt something sticky on her arm. The problem with sitting in a pine tree is that, eventually, the tree's sticky resin will find you. It always does. And it found Roz. The robot scrubbed and scraped at the resin, and soon her fingers were completely coated in the sticky stuff. Then it was all over her arms and her legs and her torso. And things were about to get even messier.

A robin swooped into the tree and began screeching and fluttering around Roz. The bird had recently finished



building herself a new nest. It was a little work of art, a delicate basket woven from grass and twigs and feathers, and it was right above the robot's head.

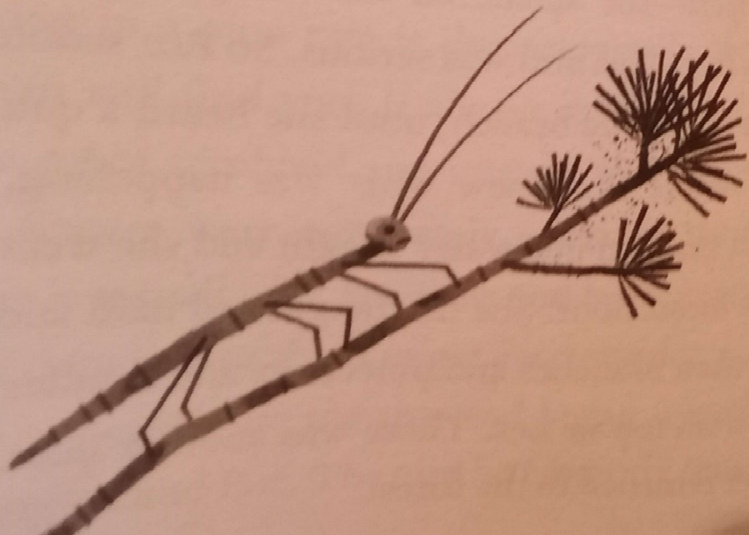
"Screech! Screech!" said the robin.

"I do not understand you, robin," said the robot.

The robin continued screeching and fluttering, and then—*splat*—she splattered her droppings across the robot's face. This bird was serious. So Roz scooted away, farther out on the branch, until she heard a quick, sharp *crack*. Before Roz knew what was happening, the tree branch snapped under her weight and she went crashing to the forest floor. She hit the ground hard and lay there as broken branches and pinecones and needles showered down on top of her. There was another *splat*. And then quiet returned to the forest.

CHAPTER 17 THE CAMOUFLAGED INSECT

Roz was a mess. She lay under the tree, covered in a heap of broken branches and pinecones and needles. She still hadn't removed the sticky resin from her body. And then there were the bird droppings. She was about to get up and give herself a rigorous cleaning when she noticed a peculiar twig. The twig was moving. It was crawling



along one of the broken branches on the ground. With a gentle touch, the robot picked up the twig.

"Hello, stick insect, my name is Roz. You are very well camouflaged."

The stick insect's body was long and thin. He had the same shape and colors and markings as a real twig. But if you looked closely, you just might see two tiny eyes and two spindly antennae. The insect didn't make a sound, and he sat perfectly still. As still as the robot. The two of them sat still and silently stared at each other for a while.

"Thank you, stick insect," said Roz as she placed him back where she found him. "You have taught me an important lesson. I can see how camouflage helps you survive; perhaps it could help me survive also."

CHAPTER 18
**THE CAMOUFLAGED
ROBOT**

As you know, reader, Roz had always liked to keep herself as clean as possible. But her desire to stay alive was stronger than her desire to stay clean, and our robot decided it was time she got dirty. Roz was going to camouflage herself.

She'd gotten the idea from the stick insect, but Roz quickly realized that camouflaging herself as a twig was out of the question. No, the robot would have to blend into the landscape itself. She began by smearing handfuls of thick mud over her entire body. Then she plucked ferns and grasses from the ground and sank their roots into her new muddy coating. She placed colorful flowers around her face to disguise her glowing eyes, and any bare patches were covered with tree leaves and strips of moss. Our robot now looked like a great tuft of plants



walking through the forest. She waited for darkness, and then she padded to the center of a clearing, nestled herself between some rocks, and became part of the landscape.

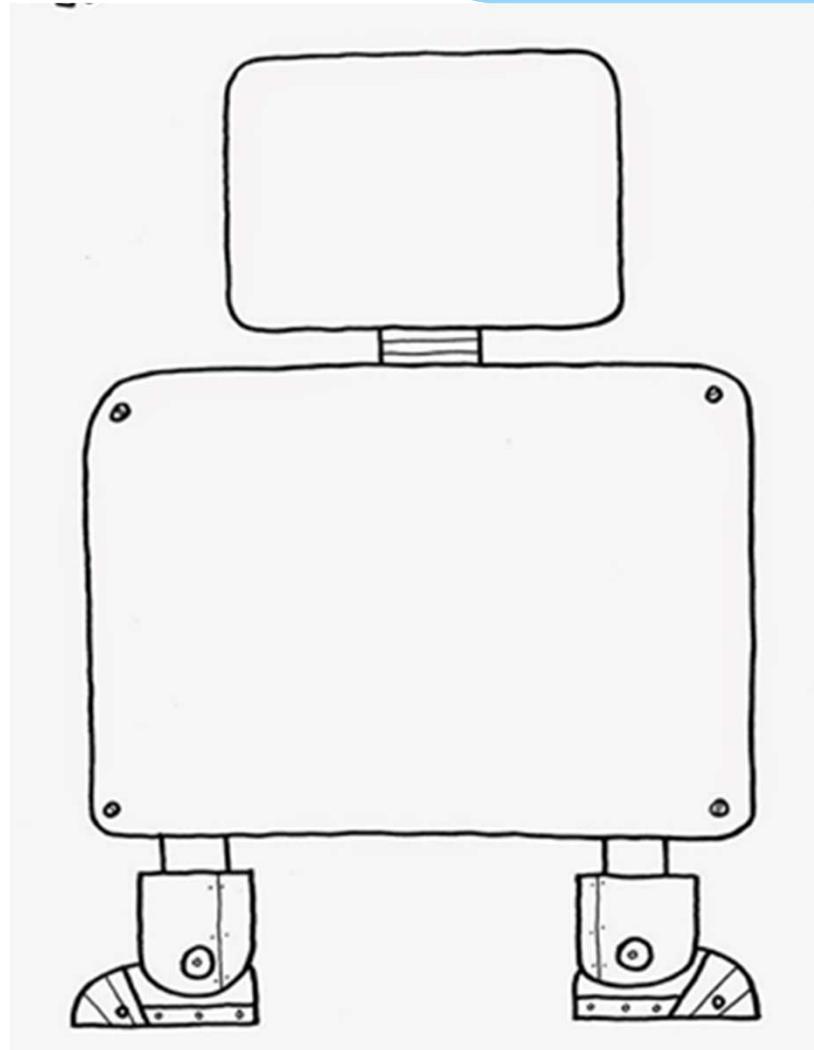
A few hours later, the sky was brightening, the fog was lifting, the nighttime animals were slinking home, and the daytime animals were beginning to stir. It was just an ordinary morning on the island. However, there was that

Learning from the animals...

- * *What enabled Roz to learn?*
- * *How can we learn from mistakes, accidents or when things go wrong?*
- * *Why is it important for Roz to observe others closely?*
- * *What can you learn from this?*

Role on the wall - Roz

- * Keep adding ...



new tuft of plants in that one forest clearing. Only the bees had noticed the tuft. They buzzed around it, completely unaware that the robot was hidden beneath. And so Roz sat there, right in the open yet completely unseen, and observed the wilderness around her.

She watched flowers slowly turn toward the sun.

She listened to rodents crawl through the weeds.

She smelled the moist, piney air.

She felt worms wiggle against her muddy sides.

A week later, the tuft of plants was gone, but there was a new clump of seaweed on the shore. A week after that, the clump of seaweed was gone, but there was a new bramble on the mountain. Then there was a new log on the riverbank. Then a new rock in the forest.

CHAPTER 19

THE OBSERVATIONS

Clouds scudded through the sky.

Spiders spun intricate webs.

Berries beckoned to hungry mouths.

Foxes stalked hares.

Mushrooms rose up from leaf litter.

Turtles plopped into ponds.

Moss spread across tree roots.

Vultures hunched over carcasses.

Ocean waves beat against the coastline.

Tadpoles became frogs, caterpillars became butterflies.

A camouflaged robot observed it all.

CHAPTER 20

THE LANGUAGE OF THE ANIMALS

It started with the birds. They had always been skittish when the robot was near. They would stare and screech and then scatter. But now that Roz was camouflaged, she could secretly observe their normal behavior, right up close.

Roz noticed chickadees fluttering through the same flowers and singing the same song every morning. She noticed a lark who swooped down to the same rock and sang the same song every afternoon. She noticed the same two magpies singing to each other from across the same meadow every evening. After weeks of robotically studying the birds, Roz knew what each bird would sing, and when they would sing, and eventually, why they would sing. The robot was beginning to understand the birds.

But she was also beginning to understand pines and the salamanders and the beetles. She discovered that all the different animals shared one common language; they just spoke the language in different ways. You might say each species spoke with its own unique accent.

When Roz first listened to the chickadees, their songs had sounded like "TWEEE-tweedle! TWEEE-tweedle!" But now when the chickadees sang, Roz heard "Oh, what a lovely day it is! Oh, what a lovely day it is!"



Deer spoke mostly with their bodies. By simply turning her head, a doe could say to her family, "Let's look for clovers by the stream."

Snakes often hissed to themselves, things like "I know there's a tasty mouse around here sssssomewhere."

Bees said very little. They used their wings to buzz a few simple words, like *nectar* and *sun* and *hive*.

Frogs spent much of their time searching for each other. One would croak, "Where are you? I can't see you!" And then another would reply, "I'm over here! Follow my voice!"

When Roz first stomped across the island, the animal squawks and growls and chirps had sounded like nothing more than meaningless noises. But she no longer heard animal noises. Now she heard animal words.

CHAPTER 21

THE INTRODUCTION

There was an hour each morning, in the dim light of dawn, when all the island animals were safe. You see, long ago they had agreed not to hunt or harm one another during that hour. They called it the Dawn Truce. Most mornings, the island residents would gather in the Great Meadow and spend the hour chatting with friends. Of course, not everyone attended these gatherings. The bears had never made an appearance. And the vultures just circled high above. But on this particular morning, an unusually large group of animals had come out to discuss some important news.

"Settle down, everyone—I have something to say!" Swooper the owl hooted to the crowd from the lowest branch of a dead tree. "Last night I saw a mysterious creature right here in the Great Meadow. It seemed to b

covered in grass, so I couldn't get a good look at it, but I think it may have been the monster."

Looks of concern swept over the crowd.

"What was the creature doing?" said Dart the weasel.

"It was speaking," said Swooper. "It kept repeating the same words over and over again. But each time it sounded a little different. At first it sounded like a cricket, and then it sounded like a raccoon, and then it sounded like an owl!"

"What was it saying?" said Digdown the groundhog.

"I could be mistaken," said Swooper, "but I think it was saying, 'Hello, my name is Roz.'"

The crowd began to chatter.

"Just where was this creature?" said Fink the fox.

Everyone turned as the owl slowly pointed his wing to a grassy lump in the meadow. It was a rather ordinary-looking grassy lump. Until it began to move.

As you probably guessed, that grassy lump was Roz. She had been there the whole time, camouflaged, watching, listening, and with all the animals looking at her she decided to introduce herself. The crowd stared in disbelief as the grassy lump started shaking and bulging upward and crumbling apart, and there

let! Then, using her body and voice, the

robot spoke to the animals in their own language.

"Hello, my name is Roz."

The crowd gasped.

Swooper fluttered up from his branch and screeched, "It's the monster!"

"I am not a monster," said Roz. "I am a robot."

A flock of sparrows suddenly took off.

"Leave us alone!" squeaked Dart as he crouched low in the grass. "Return to whatever horrible place you've come from!"

"I come from here," said Roz. "I have spent my whole life on this island."

"Why haven't you spoken to us sooner?" screeched the owl, from higher up in the tree.

"I did not know the animal language until now," said the robot.

Crownpoint the buck had heard enough, and he slipped into the forest with his family.

"So what do you want from us?" growled Fink.

"I have observed that different animals have different ways of surviving," said the robot. "I would like each of you to teach me your survival techniques."

"I'm not going to help you!" screeched the owl, from the very top of the tree. "You seem so...unnatural!"

"The monster is just waiting to gobble us up!" shrieked Digdown. And the groundhog disappeared into a hole.

"I will not gobble anyone up," said Roz. "I have no need for food."

"You don't need food?" Fink relaxed a bit. "Well, I need food. And lots of it. Why don't you make yourself useful and find me some food?"

"What would you like me to do?" said Roz.

"Can you hunt?" The fox smiled at a hare on the far side of the gathering. "It's almost time for breakfast."

"I cannot hunt. But I could gather berries."

The fox's smile disappeared. "Berries? I'm hungry for meat, not berries! Good luck to you, Roz. You're gonna need it!" And the fox trotted away.

Roz looked up at the tree, but the owl had gone. And when the robot looked down again, she realized that everyone else had gone too.

CHAPTER 22

THE NEW WORD

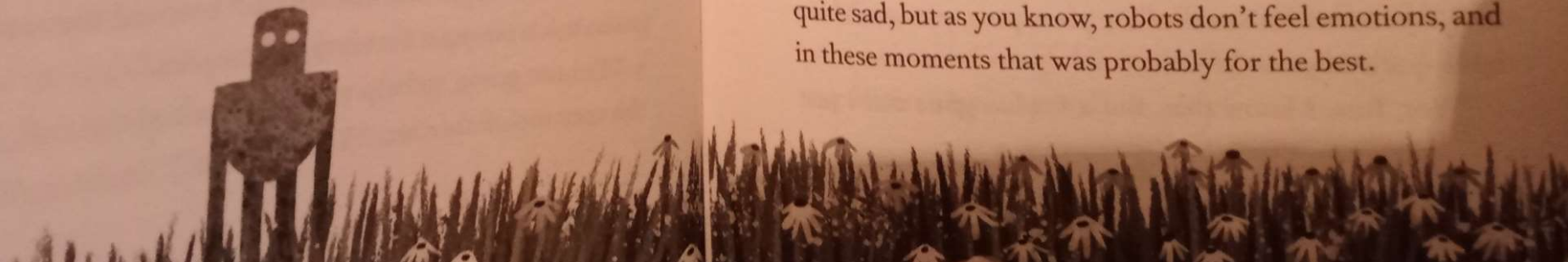
A new word was spreading across the island. The word was *Roz*. Everyone was talking about the robot. And they wanted nothing to do with her.

"I don't think I'll ever feel comfortable knowing that Roz is on the prowl."

"I hope Roz camouflages herself as a rock. Forever."

"Shhh! There's Roz now! Let's get out of here!"

Roz wandered the island, covered in dirt and green growing things, and everywhere she went, she heard unfriendly words. The words would have made most creatures quite sad, but as you know, robots don't feel emotions, and in these moments that was probably for the best.



Descriptions...

- * *How is Roz described by the animals?*
- * *What do descriptions like 'monster', 'unnatural', 'mysterious creature' tell us about how the animals are feeling about having Roz on the island?*
- * *How do you feel about the way in which the animals are treating 'our robot'?*
- * *How would you feel if you were one of the animals?*
- * *How would you feel if you were the newcomer? Why?*
- * *How does it affect Roz? Is she sad or discouraged? What does she want from the animals?*

Week 2 Monday

- * Learning Outcome / Objective
- * I can recognise how characters change and develop within a story.
- * I can explain characteristics from actions.
- * I can summarise key events that affect a character's growth.

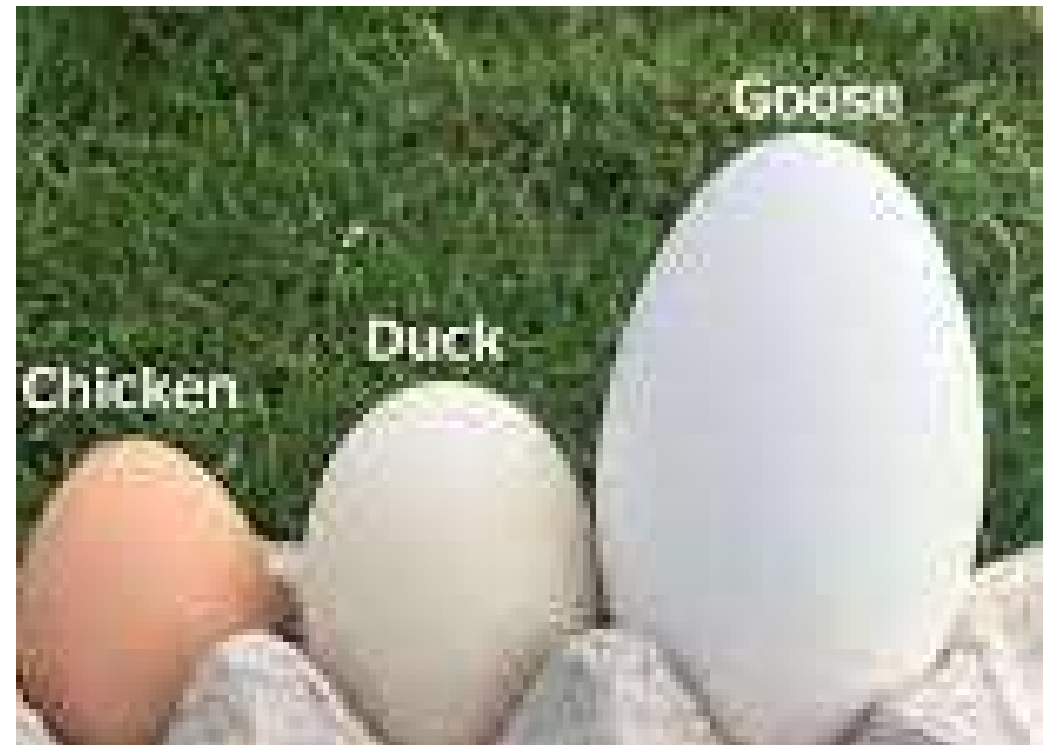
Read chapters 23 –26

As you are listening, think about:

- * how animals protect themselves from predators;
- * how springtime brings birth;
- * how newborns are greeted and protected by their families or left to fend for themselves.

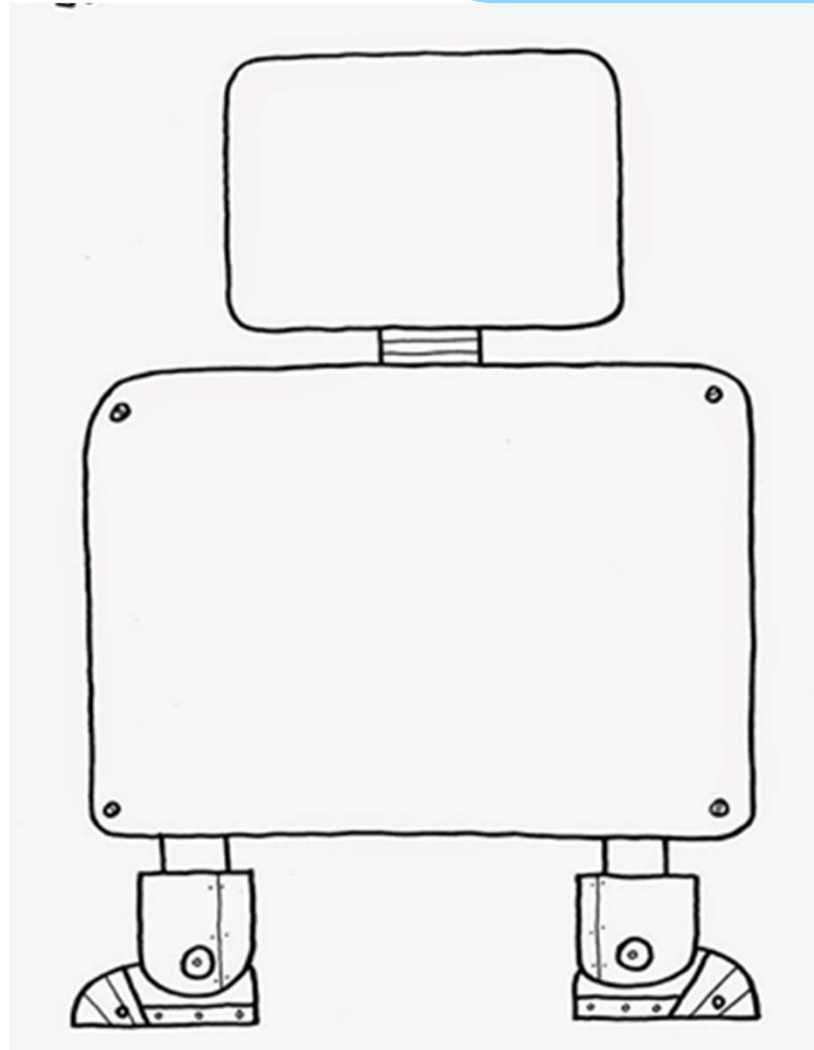
The goose egg

- * How is Roz feeling towards the egg?
- * Maternal?
- * Guilty?
- * Anxious?



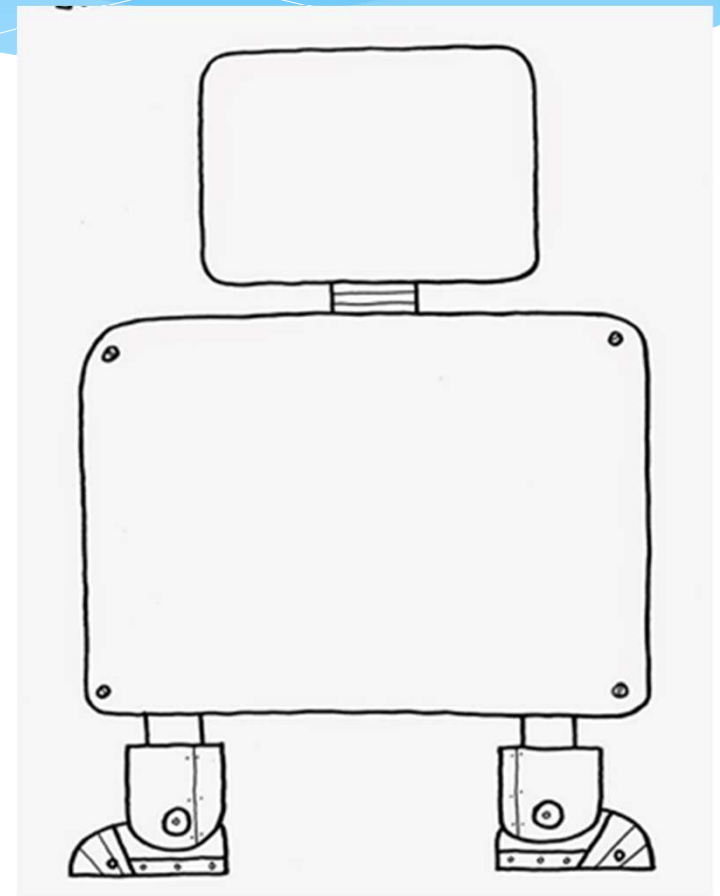
Role on the wall - Roz

- * Keep adding ...



Roz is acting less robotic and more natural to pretend to be alive. She hopes it might endear her to the island animals, do you think this will work?

- * she is programmed to be unconditionally helpful but may learn that you can gain loyalty in this way;
- * she is pragmatic or practical about death, knowing that some animals have to die for others to live;
- * she is responsible for protecting life that she has endangered and can be gentle with a fragile egg;
- * she is programmed to be patient, explaining simple facts when she is misunderstood;
- * she makes connections between her observations and uses this information to help her survive.

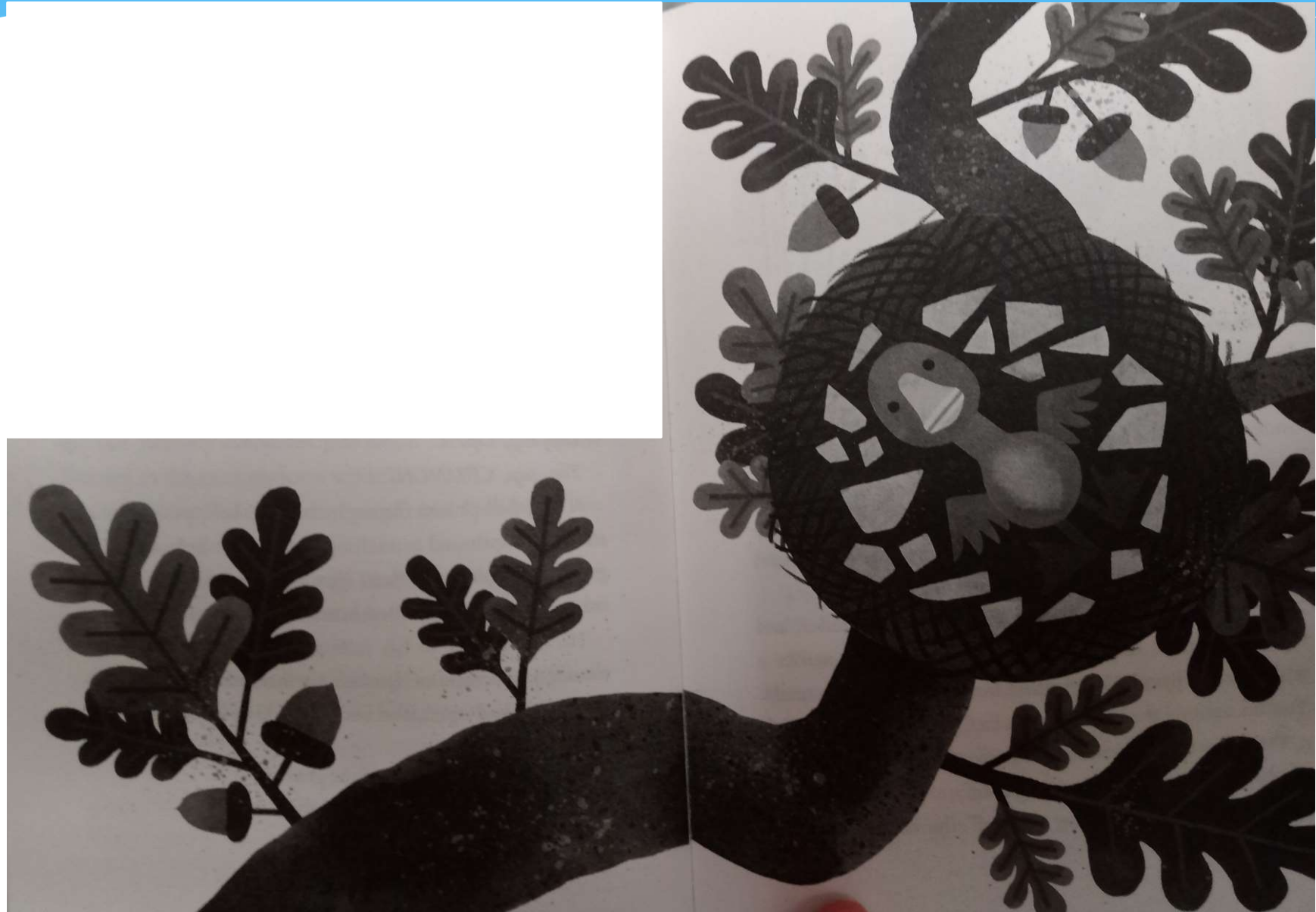


Read Chapter 27 'The Gosling' until
'... the very first thing he saw was the robot looking
back.'

As you listen, think about these questions.

- * What do you think the gosling is thinking?
- * What do newborn goslings think and say?
- * What do you think Roz is thinking in this moment?
- * What makes you think that?
- * From whose viewpoint are we looking?
- * Why are we placed in this position?
- * How does it make us feel about the gosling?

Why do you think this illustration is so large, spreading over both pages?

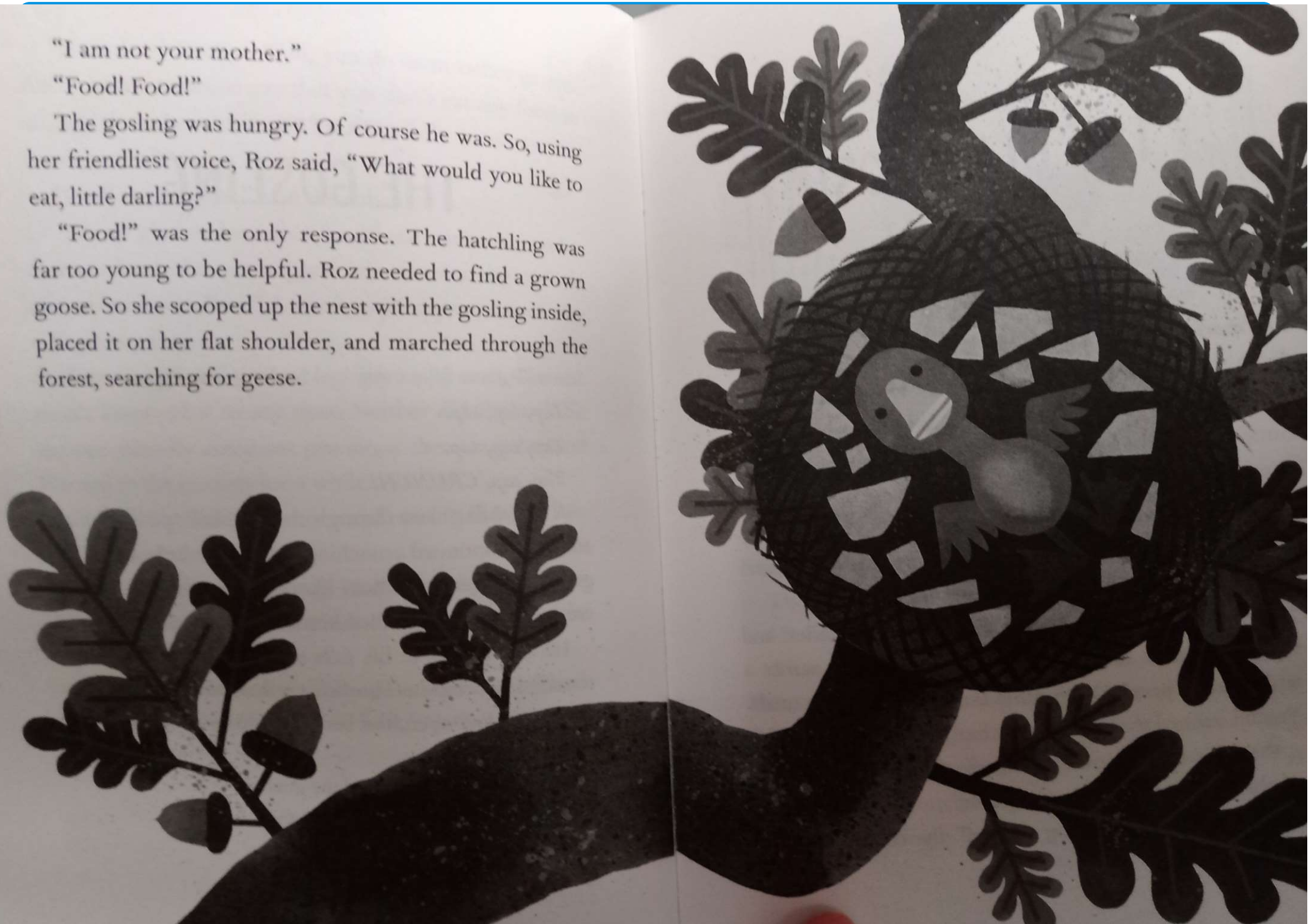


"I am not your mother."

"Food! Food!"

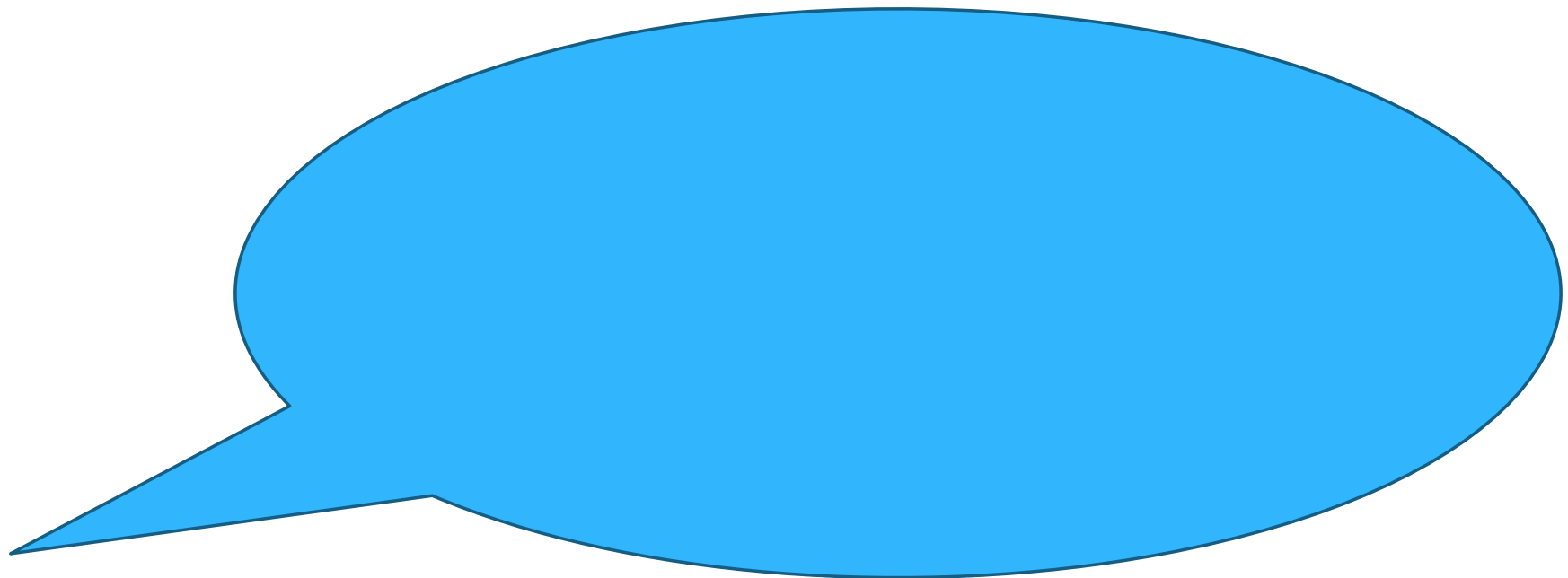
The gosling was hungry. Of course he was. So, using her friendliest voice, Roz said, "What would you like to eat, little darling?"

"Food!" was the only response. The hatchling was far too young to be helpful. Roz needed to find a grown goose. So she scooped up the nest with the gosling inside, placed it on her flat shoulder, and marched through the forest, searching for geese.



Take on the role of either gosling or robot.
Imagine the conversation that might take place and
what each might be thinking.

- * Role play the imagined scene and record your enactment in speech and thought bubbles around a copy of the illustration.



Read chapter 28.

- * What did you like about this?
- * What did you dislike? Why?
- * What do you think Loudwing thinks about Roz and about a robot looking after the gosling?
- * Do you have any questions?
- * Does anything puzzle you about this scenario or Loudwing's response?
- * What would you like to ask her?

Hot seating Loudwing...

What do you want to ask her?

- * Are you conflicted?
- * Do you wish you could take the gosling?
- * Are you adamant it cannot join your flock?
- * Why do geese need a flock?

Week 2 Tuesday

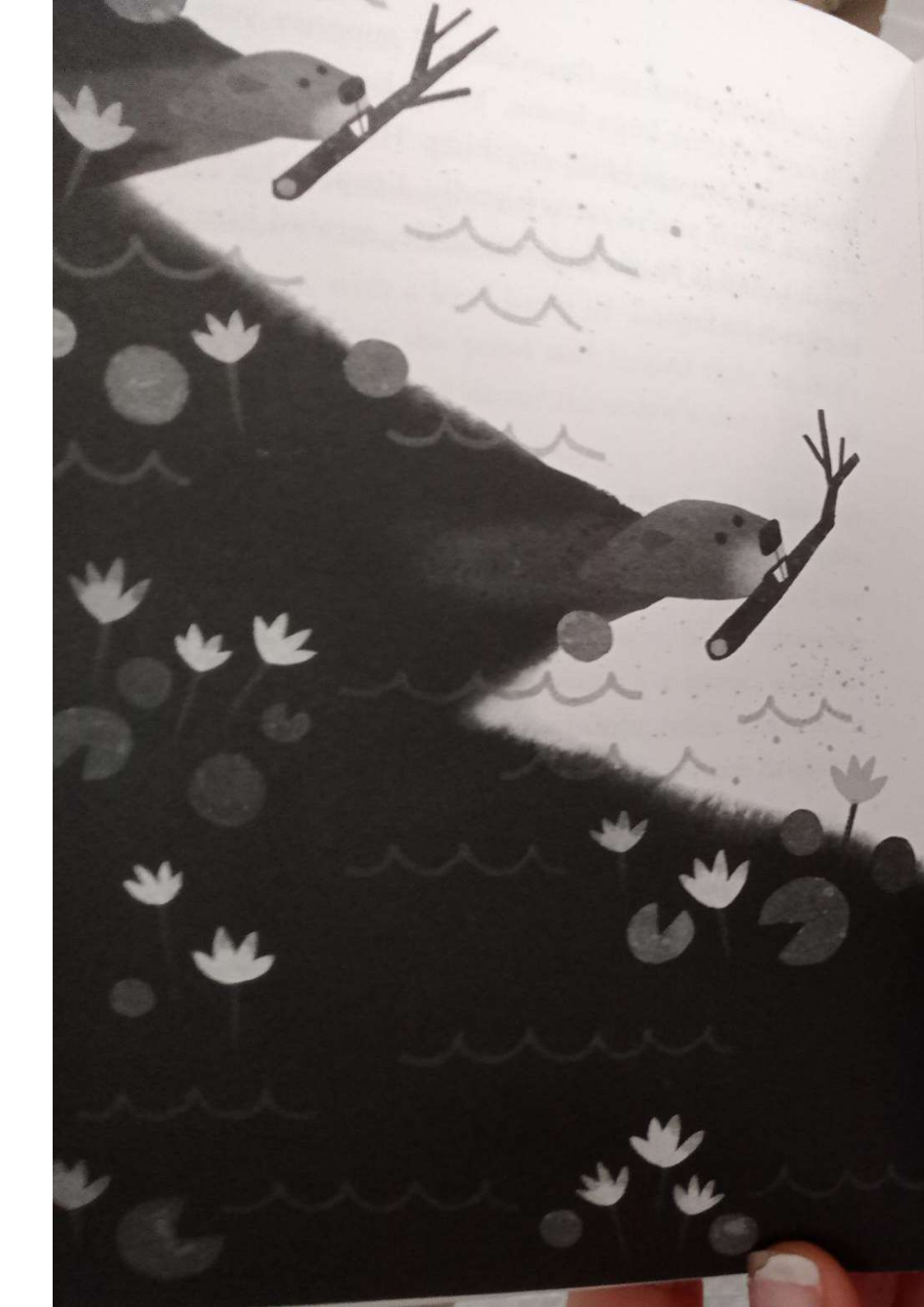
- * Learning Outcome / Objective
- * I can respond as a character.
- * I can use inference to understand character motivations.

Read chapter 29

- * Recreate a silent tableaux of the moment, taking on the role of each of the beavers, Brightbill and Roz.
- * Freeze framing – thought bubbles.

Think about...

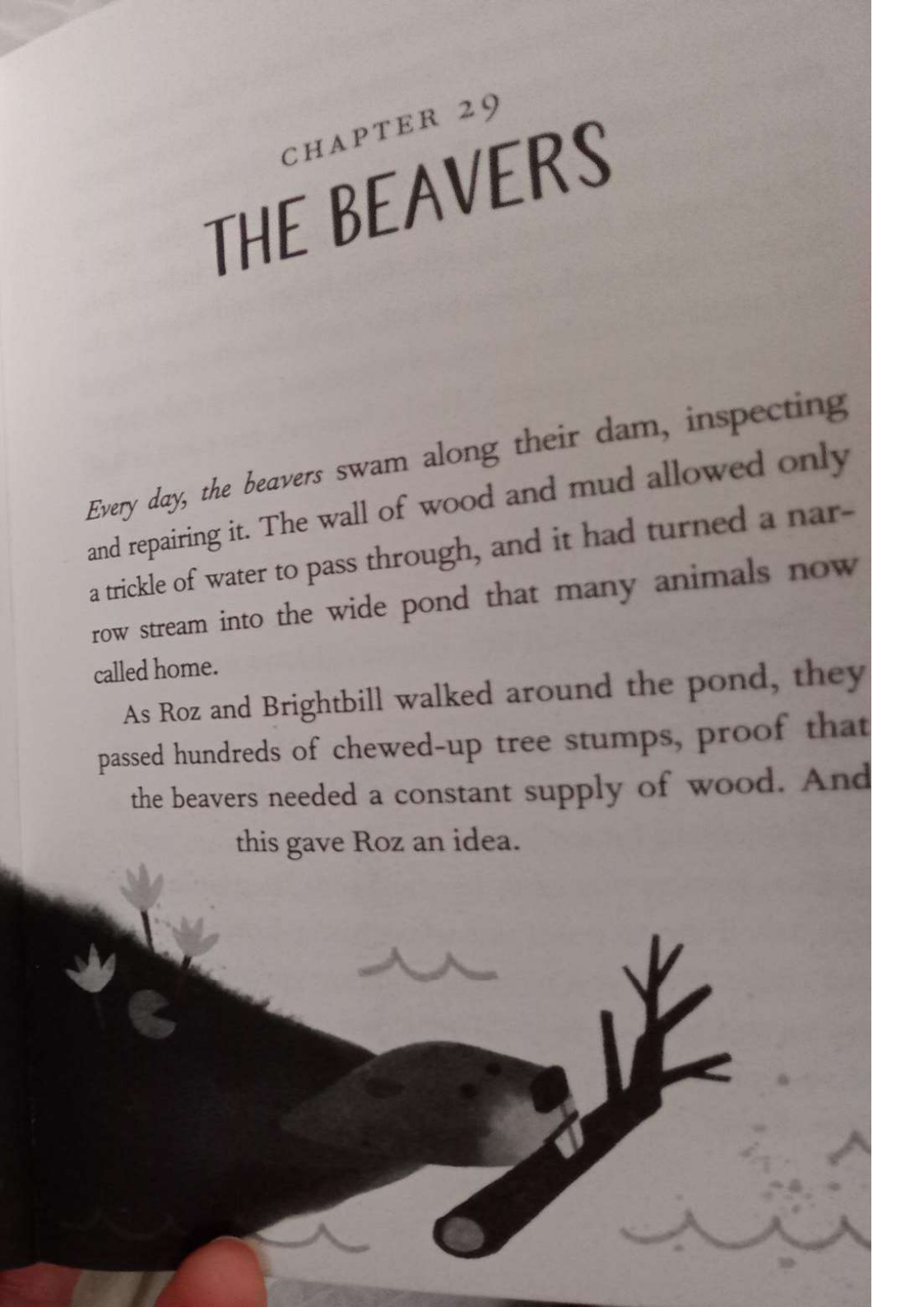
- * How does Roz 'feel' about killing the rest of the goose family?
- * How does she 'feel' about taking on the role of mother now?
- * Is she still unsure? Why? Why not?
- * What does the mother beaver think about a robot being a mother?
- * What will Piper's response be, as young beaver with both parents?

A black and white illustration of a beaver swimming in a pond. The beaver is holding a large log in its mouth. The pond is filled with lily pads and water lilies. The background is a simple line drawing of a beaver swimming.

CHAPTER 29 THE BEAVERS

Every day, the beavers swam along their dam, inspecting and repairing it. The wall of wood and mud allowed only a trickle of water to pass through, and it had turned a narrow stream into the wide pond that many animals now called home.

As Roz and Brightbill walked around the pond, they passed hundreds of chewed-up tree stumps, proof that the beavers needed a constant supply of wood. And this gave Roz an idea.

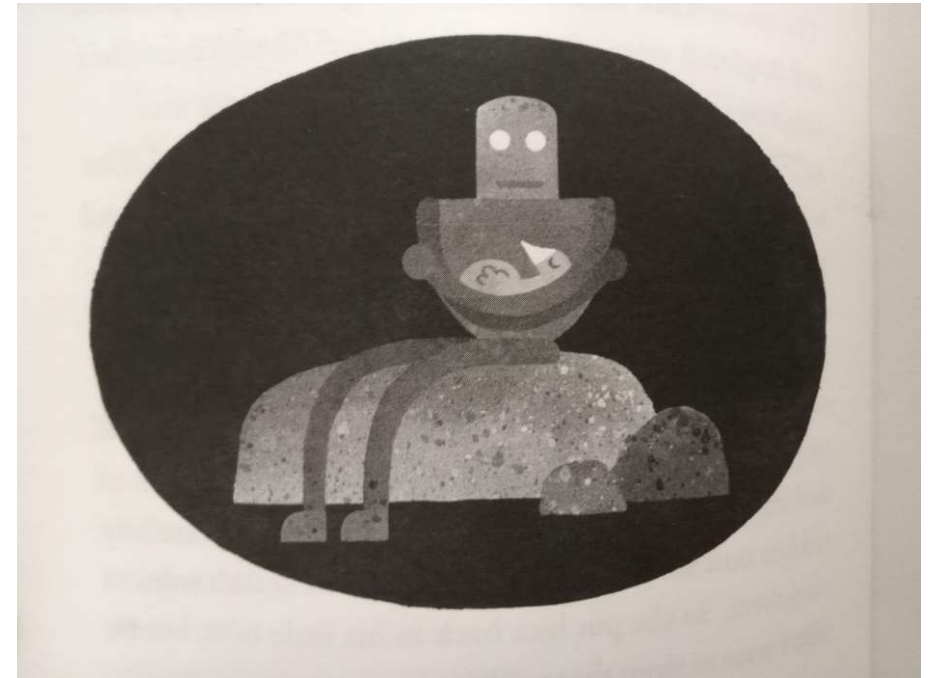
A black and white illustration of a beaver swimming in a pond. The beaver is holding a large log in its mouth. The pond is filled with lily pads and water lilies. The background is a simple line drawing of a beaver swimming.

Reflect on the decision to help.

- * Was it merely because they owed the old goose a favour?
- * Was it because they could benefit from the robot's ability to collect fresh wood?
- * Was it because the useful robot would be in their debt?
- * Was it because they were curious?
- * Was it because they found the robot unthreatening, even friendly and wanted to know her?
- * Was it because they pitied the gosling and wanted to help in spite of the 'monster' robot?
- * Was it because they were morally obliged to help another family in need?
- * Was it perhaps knowing that they once had help and mutual support is what makes a community?

Read chapters 30 - 33

- * *What do you notice?*
- * *What does this tell us about the robot?*
- * *How do you think the animals respond to her now?*
- * *Will they consider her a 'monster' still? Why? Why not?*



Look at the two characters' facial expressions and body positioning.

What does it say about their relationship?

What kind of mother do you think Roz is?

What kinds of things do they talk about?

What do you think they are saying to each other right now?

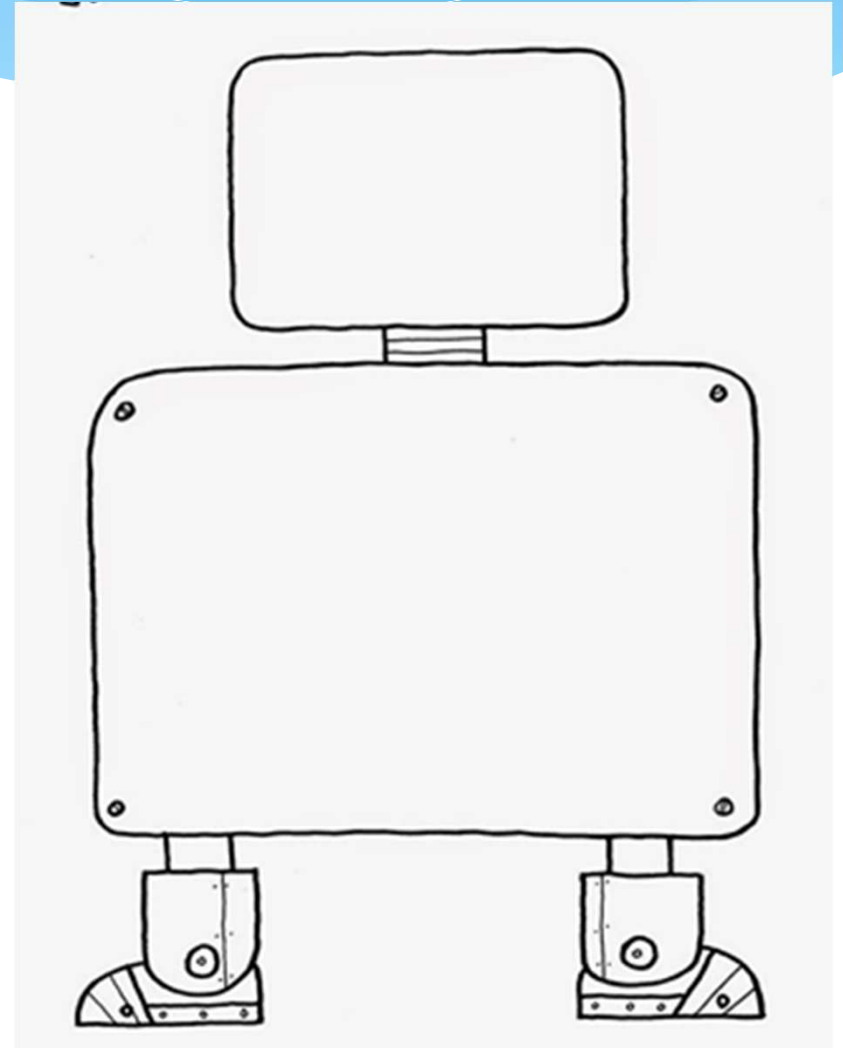


Read chapters 34 - 39

Find evidence to show how Roz is demonstrating and learning about motherhood and how to care for Brightbill.

Role on the wall - Roz

- * *Do you think that she is merely designed to tend for him as she has the flowers or that she is demonstrating emotional response to the gosling?*
- * *What makes them think that?*
- * *Is that what she is really 'feeling' or what we know she is learning about 'acting' as a mother?*
- * *What would Roz record about mothering Brightbill in her log?*



Read chapter 40

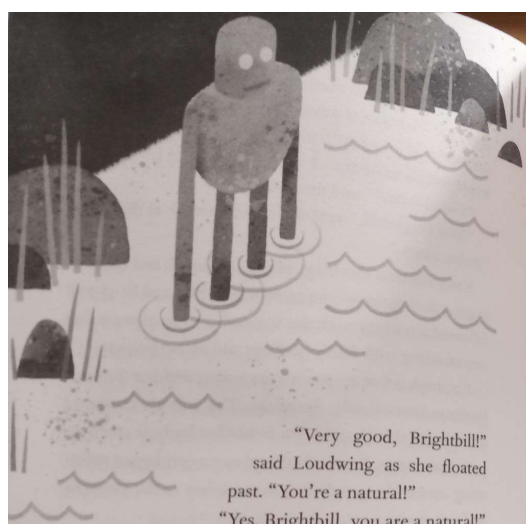
- * What do you know for certain about the ship and what can you summarise?
- * What is the significance of the ship at this point in the story?
- * What does it remind us about Roz?
- * Why would Peter Brown remind us of her origins, particularly after we are meant to feel invested in her as a caring mother and friend?

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can justify my personal opinions.
- * I can use context and background knowledge to predict events.

Read chapters 41 - 43

- * *What do they like about this?*
- * *What do you dislike? Why?*
- * *Does it remind you of anything you have experienced yourself or seen in stories?*
- * *Does anything puzzle you about Brightbill's behaviour?*
- * *What questions do you have for him?*
- * *What kinds of questions does the gosling want answers to about his mother?*



"Very good, Brightbill!"
said Loudwing as she floated
past. "You're a natural!"

"Yes, Brightbill, you are a natural!"
said Roz, trying to sound like a good mother.

Loudwing rounded up all the goslings and gave them
a quick swimming lesson. "Remember, everyone, pad-
dle your feet evenly to swim in a straight line. Paddle
with your right foot to go left, and paddle with your
left foot to go right. Try it out and join the rest of us

when you're ready. Happy Swimming!"
Loudwing and the other adult geese calmly
tried to keep up with them. A jumble of goslings
splashed and peeped with excitement, and gradually they
paddled in the direction of their parents.

Only Brightbill lagged behind. "Mama swim?"
Roz pointed to the flock. "I cannot swim. Go have fun
with the other geese. You will be safe with them."

The gosling took a deep breath. Then he shook his tail
feathers and paddled his feet and set out on his very first
swim. He drifted too far to the left. Then he drifted too
far to the right. But his feet just kept paddling until he
caught up to the other goslings.

Roz spent the morning watching her son swim
around and around the pond. And as she watched
him, she felt something like gratitude. Thanks to
Brightbill, the robot now had friends and shelter and
help. Thanks to Brightbill, the robot had become
better at surviving. In a way, Roz needed Brightbill
as much as Brightbill needed Roz. Which was pre-
cisely why she felt such concern
when the mood on the pond
suddenly changed.



Brightbill hopped onto a rock and opened his wings
wide. "The wind is pushing me backward!"
"Change the angle of your wings," said his mother.
"Let us see what happens when they slice through the air."

Brightbill slowly angled his
wings downward. The more he
turned them, the less the wind
pushed him backward. And just
as his wings leveled off—

"Mama, look!" he squeaked
as his feet left the ground. "I'm
soaring! I'm soaring!" He hov-
ered there for a second, rising a
little higher than before, and then
he sailed backward into the
soft grass again.



The gosling kept hopping onto the rock and kept rid-
ing the wind and kept tumbling into the grass, until he
started to find his wings. With each attempt he floated
a little higher and a little longer, and finally Brightbill
really *did* soar. He lifted high into the air and hung there,
floating. He turned his wings down and felt himself drop.
He wiggled his tail feathers and felt himself veering back
and forth.

"I'm a natural!" he squeaked.

"You are doing very well," said Roz. "But you need to
keep practicing."

And so they spent the afternoon practicing up on
the ridge. Once Brightbill was comfortable soaring, he
tried flapping his wings. He flapped high into the air. He
flapped in straight lines. He flapped around and around
in circles. A big smile appeared on the gosling's face.
Clearly, Brightbill was designed to fly.

"I'm flying, Mama! I'm really flying!"

Read chapters 44 and 45

Think about the emotions below.

"You can't even fly! I could take off and you wouldn't be able to stop me!"

Roz stood, and her long shadow fell across her son. The gosling could feel his emotions swinging wildly. And for a moment he was actually afraid of his own mother. Without thinking, he sprinted toward the pond, beat his wings, and flew away.



"Neither did I," said the robot.

The gosling giggled. "Oh, Mama, you have so much to learn about yourself."

Roz reached for the button on her head, but her hand automatically stopped before she could touch it. She tried with her other hand, but it automatically stopped as well.

"It seems I cannot press the button," she said. "Would you like to try?"

"What will happen?"

Read chapter 46

Predictions...

- * What do they think the bears intend to do next?*
- * What are they thinking?*
- * Why is Roz being so friendly?*
- * Why is she not aware of the danger?*
- * How would their sarcasm make you feel if they you there?*
- * Why is it different for Roz?*

Read chapters 47, 48 and 49

Feelings and emotions...

- * terror,
- * grief,
- * relief,
- * contrition



Emotion tracking

upset

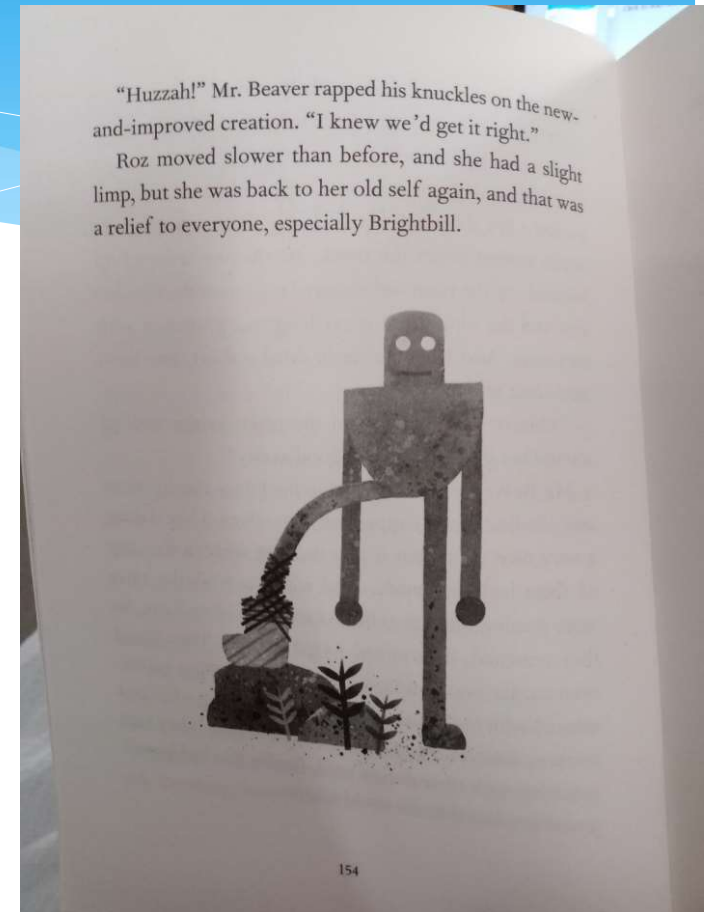
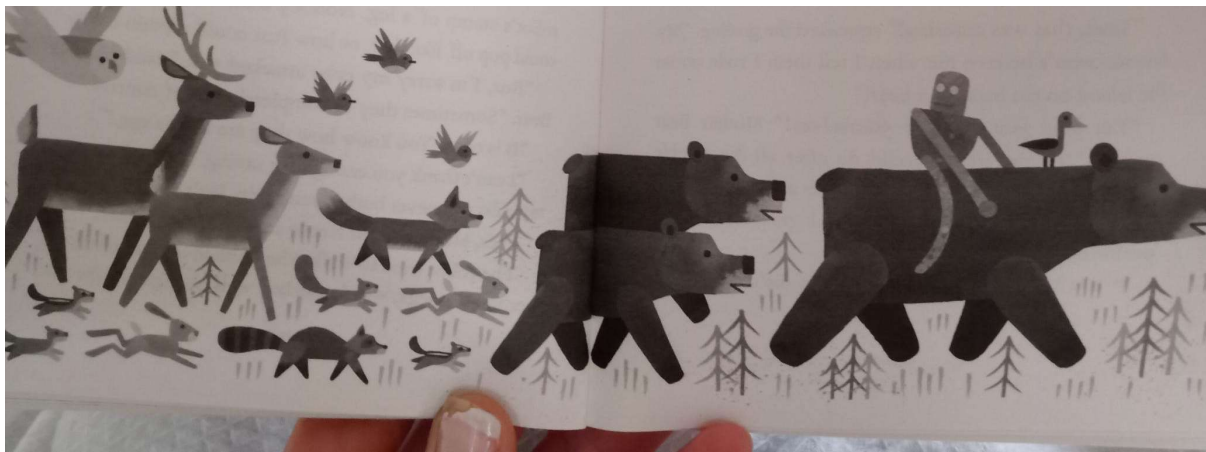


calm



Vocabulary – shades of intensity

- * 'regretful', 'lonely', 'despairing', 'desolated', 'heartbroken', 'bleak'.

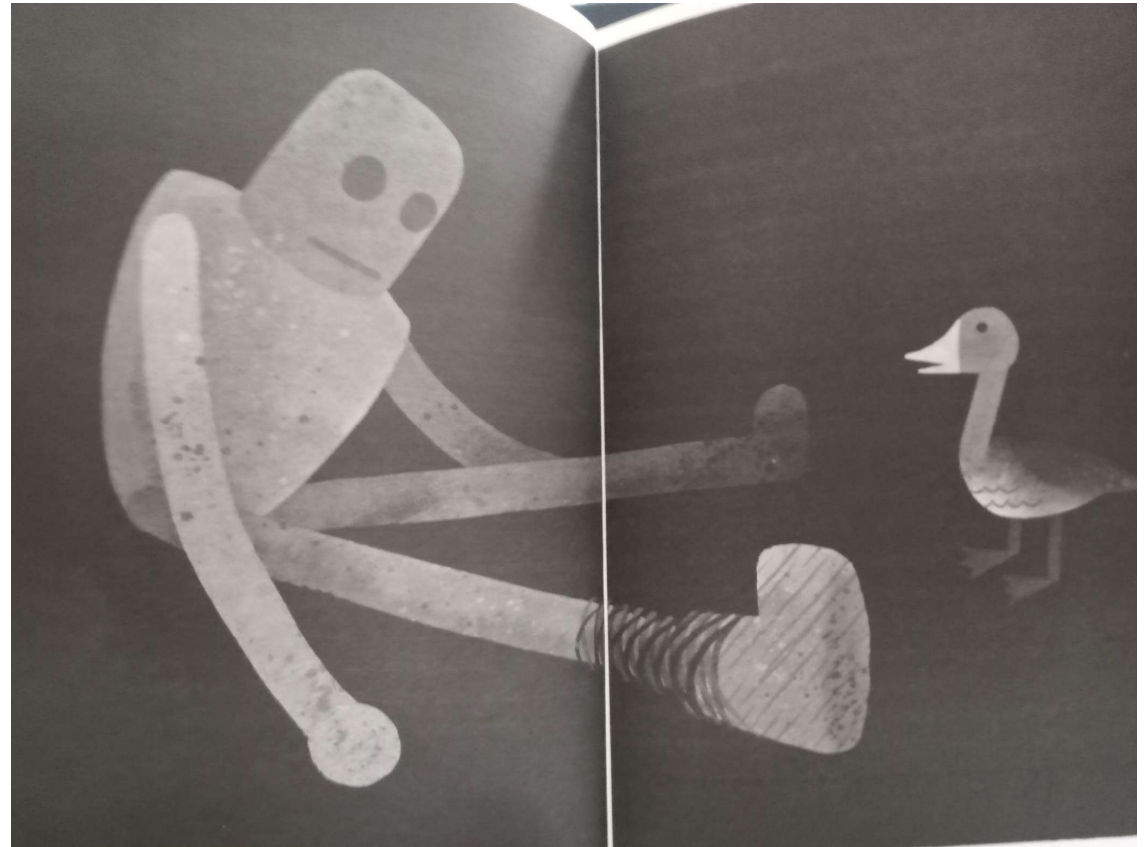


Week 2 Thursday

- * Learning Outcome / Objective
- * I can recognise how language choice can be precise and vivid to reflect emotional states.

Read chapters 50 and 51

- * Think about the language used to depict autumn.
- * Decay / migration



Read chapter 52

“When will we come home?”

- * *Why does Brightbill want to stay with Roz?*
- * *Why doesn't she think it is a good idea?*
- * *What do you think he should do?*
- * *Have you ever felt like you didn't want to do something because it was a new experience?*
- * *What helped you to try something new?*
- * *What concerns might Roz have about her gosling's migration?*
- * *What kinds of reassurance would she want from the flock?*

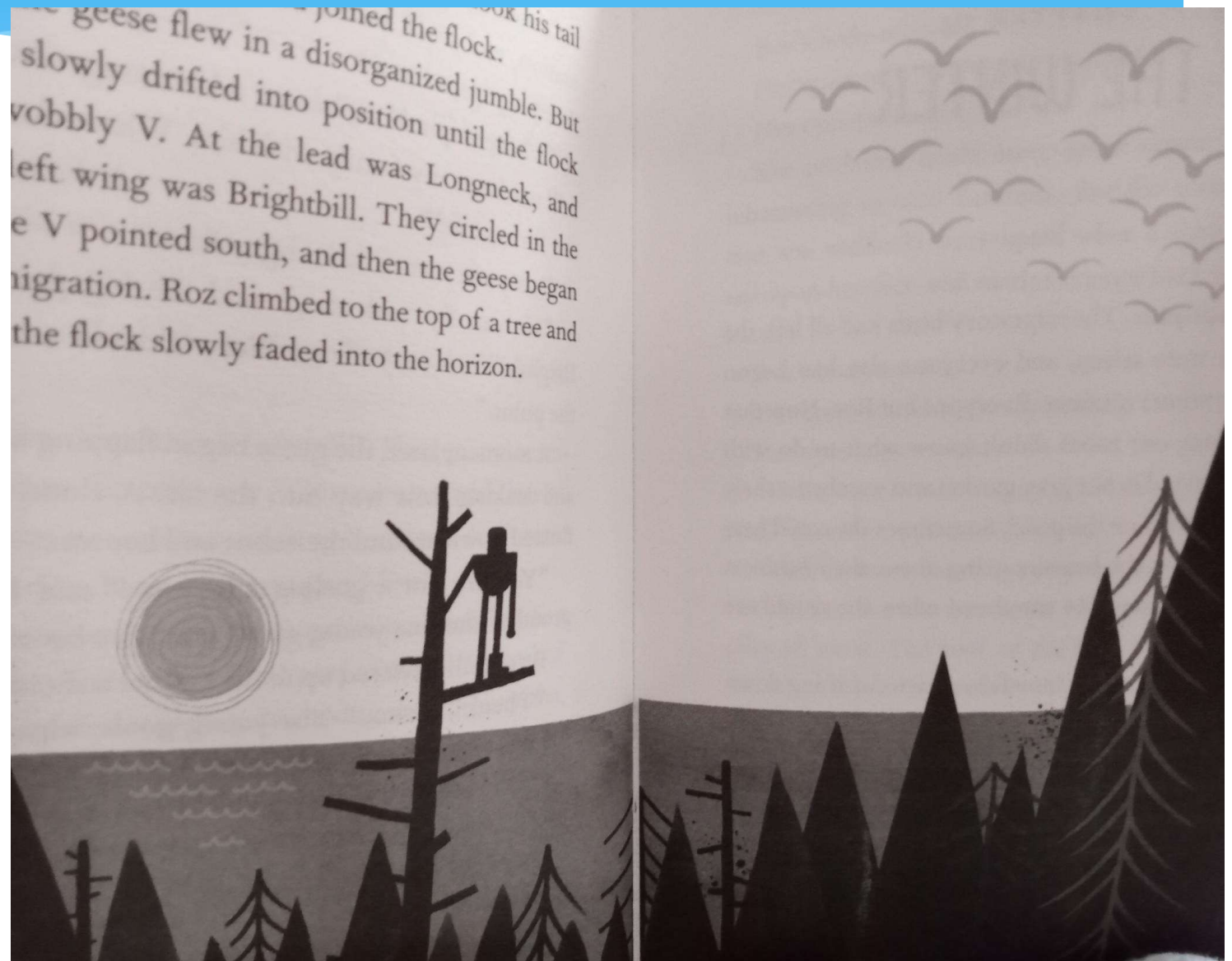
Read chapter 53

Do they like what they have read and see? Why? Why not?

How does it make them feel? Why?

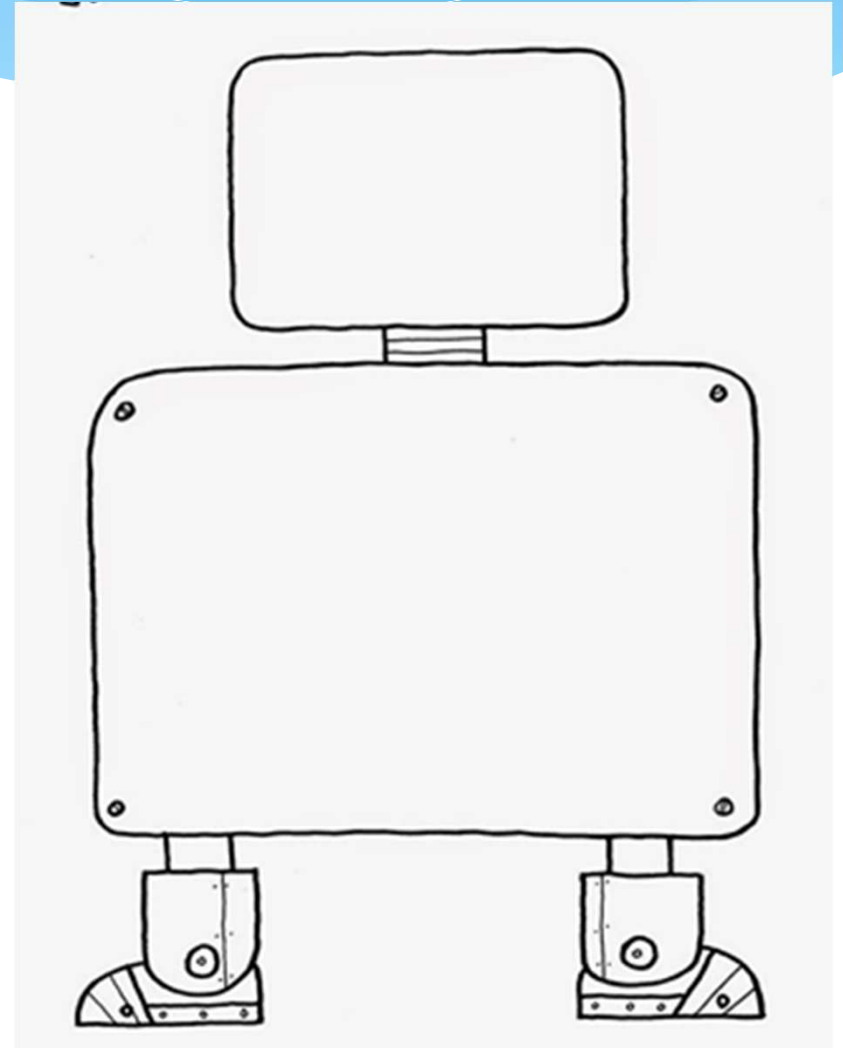
What do they think Roz is feeling as she watches from the tree?

Is it the same as what she vocalised to Brightbill, when she was encouraging and reassuring him?



Role on the wall - Roz

- * Keep adding



Week 2 Friday

- * Learning Outcome / Objective
- * I can retrieve and infer.

Read chapters 53 and 54

‘The island was quiet.’

The imagery in ‘she watched a sheet of ice slowly form on the pond.’, ‘snowflakes started drifting down from the sky’

Peter Brown’s use of assonance and alliteration to reflect the rhythm of the growing ice or gently falling snow; the impact of waking from darkness into a ‘bright, foreign landscape.’; how ‘thick layer of snow’, ‘Tree limbs bent to the ground under heavy sleeves.’ reflect the heaviness of the snow.



‘As we know, the wilderness is filled with beauty, but it’s also filled with ugliness. And that winter was ugly.’

- * ‘death’, victims’, devastating cold front had swept down from the north’, ‘dangerous’, plummeted’, ‘wind whipped over the island’.

Read chapters 55, 56 and 57.

Read chapters 58 and 59

- * *What is she giving them as well as somewhere warm to shelter?*
- * *What impact has her truce had on them as a group?*
- * *What might we learn from this?*
- * *What pact was in place that ensured both harmony and survival?*
- * *What codes of conduct do you believe in adhere to for themselves? What happens when agreed community rules are not followed by everyone?*
- * *Are all rules right?*
- * *Who sets the rules? Why?*
- * *How should rules be agreed?*
- * *Why do you think that?*
- * *What happens when somebody disagrees with the rules?*
- * *How does Roz enforce the truce?*
- * *What does it rely upon for it to work?*
- * *Does everyone want to join her in the nest? Why? Why not?*

Week 3 Monday

- * Learning Outcome / Objective
- * I can sequence events.
- * I can orally retell a story.

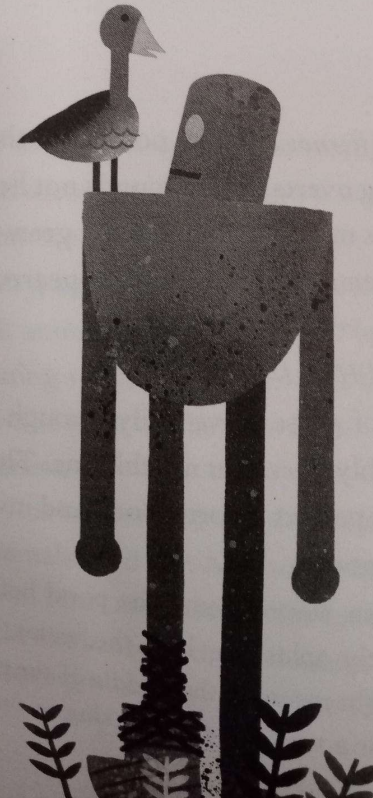
Read chapters 60, 61 and 62

- * Imagine you are Roz and you are retelling Brightbil all the events that has happened during his migration.
- * Create story maps to help with the retelling.

And then the leader broke away from the others. He swam straight toward the Nest, waddled into the garden, and fluttered up to his mother's shoulder.

"Welcome home, son," said Roz.

"It's good to be back, Ma," said Brightbill.



Week 3 Tuesday

- * Learning Outcome / Objective
- * I can recognise themes.
- * I can make connections between ideas.

Read chapters 63 and 64

- * What did you like or dislike?
- * What especially caught your attention? Why?
- * What connections did you notice?
- * Does anything puzzle you?
- * Was there anything you thought strange?
- * Do you have any questions?

Discuss the themes below in groups and then jigsaw...

- * 'humans',
- * 'buildings',
- * 'robots',
- * 'environment',
- * 'teamwork',
- * 'animal instinct',
- * 'survival'
- * 'life and death'.

Think about the robots Brightbill saw.

- * *Would the robots have feelings?*
- * *How did the humans feel about the robots?*
- * *Have the robots made life better for humans?*
- * *Why? Why not?*
- * *Why is Roz special?*

Reflect on all the ways that the Roz has evolved from a machine to 'wildness'.

- * “One year ago, I awoke on the shore of this island. I was just a machine. I functioned. But you – my friends and family – you have taught me how to live. And so I thank you...You have also taught me how to be wild.”

Read chapters 65, 66, 67, 68

How do you feel about these robots?

What makes them feel like this?

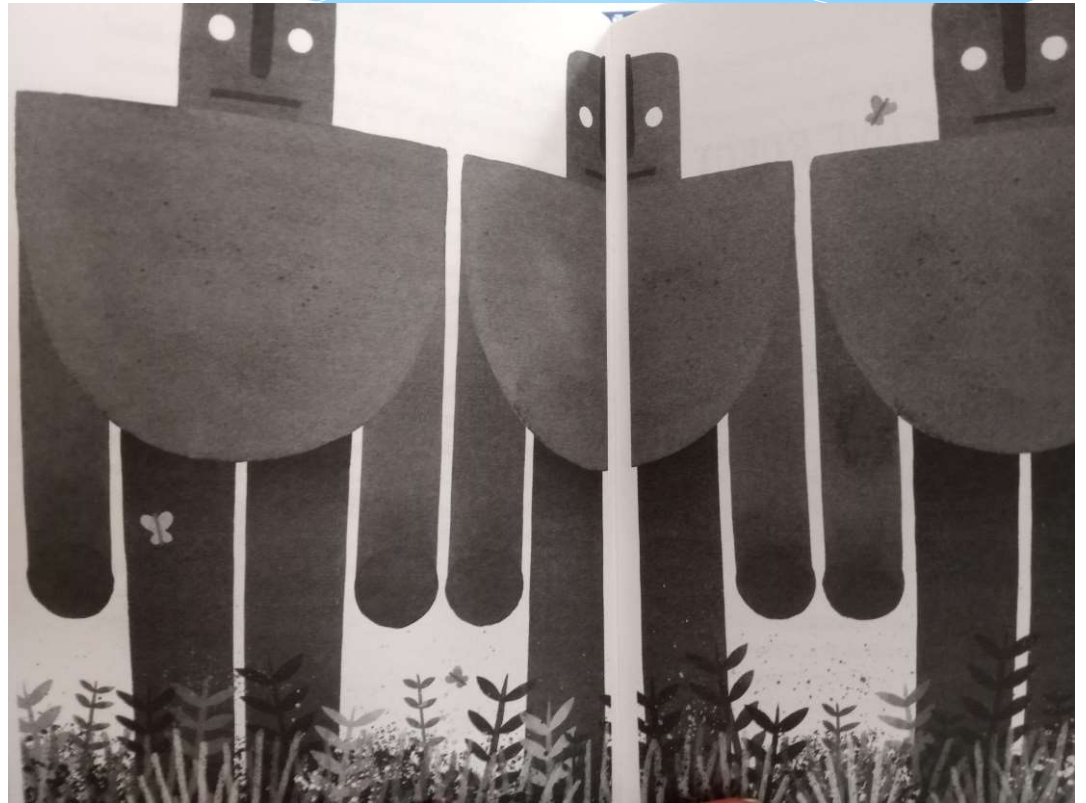
How does the body position and gaze affect our response to these characters?

Where are we placed as a reader? How does it make us feel?

What impact does the robots' direct gaze have on us as readers?

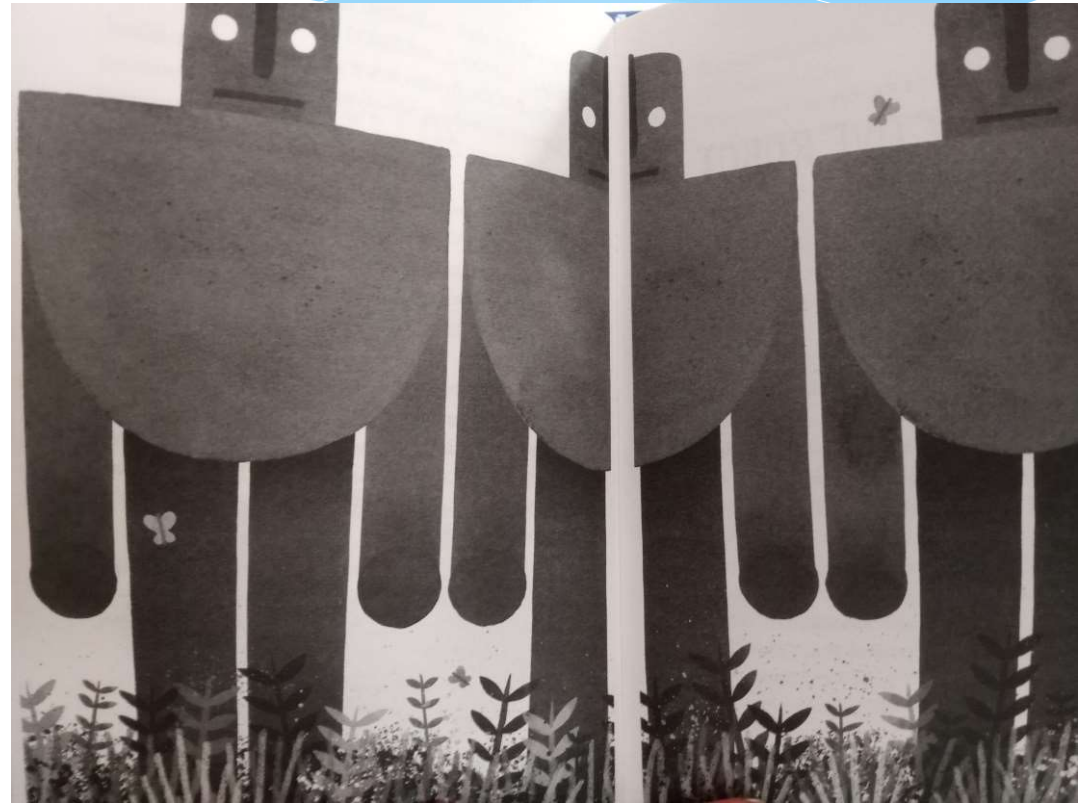
Why have Peter Brown and his art director chosen to illustrate the RECOs across a whole spread with no text?

How does he want you to feel? How is he influencing us that they are positioned perfectly still in the pretty wild meadow, surrounded by delicately fluttering butterflies?



Find words and phrases to support your ideas...

'identical robots',
'bigger and bulkier and shinier',
'The engines blasted air toward the ground, bending trees and tearing grass',
'cold, flat voice',
'stood absolutely still'
kept their glowing eyes locked on their target',
'in perfect unison'.



Week 3 Wednesday

- * Learning Outcome / Objective
- * I can recognise modal verb assertions.
- * I can reflect on a full story.
- * I can confidently retell a section of a story orally.

Read chapter 69 and 70

They raised their blocky hands, ready to restrain their target, ready to shut her down with the press of a button. But a loud squawk and a streak of feathers cut them off.



“Stay away from my mama!” Brightbill swooped into the meadow and started hopping around, ready to defend his mother. The RECOs stopped and looked down at the goose. Of course, they didn’t understand his words. They heard only meaningless squawks. And then they heard their target squawking back to him.

“Brightbill, get out of here!” said Roz in the language of the animals. “These robots are dangerous!”

“What do they want?”

“They want to take me away.”

The RECOs stared at their target, trying to under-

In groups, read your assigned chapter.

- * Group A – chapter 71
- * Group B – chapter 72
- * Group C – chapter 73, 74, 75

Prepare a retelling of what happened to your RECO with freeze frames.

Share your RECOs stories.



Read chapters 76 - end



those...
tain, or build a lodge, or play with a goose.

Not just a goose. A son.

Brightbill had been Roz's son from the moment she picked up his egg. She had saved him from certain death, and then he had saved her. He was the reason Roz had lived so well for so long. And if she wanted to continue living, if she wanted to be wild again, she needed to be with her family and her friends on her island. So, as Roz raced through the sky, she began computing a plan.

She would get the repairs she needed.

She would escape from her new life.

She would find her way back home.



The three final assertions...

The story ends with three final assertions (the sense of her determination strengthened by the use of modal verb):

- 1) She would get the repairs she needed.
- 2) She would escape from her new life.
- 3) She would find her way back home.

Modal verbs recap – would should could may might will

How does this change if the modal verb changes e.g. She might get the repairs she needed.

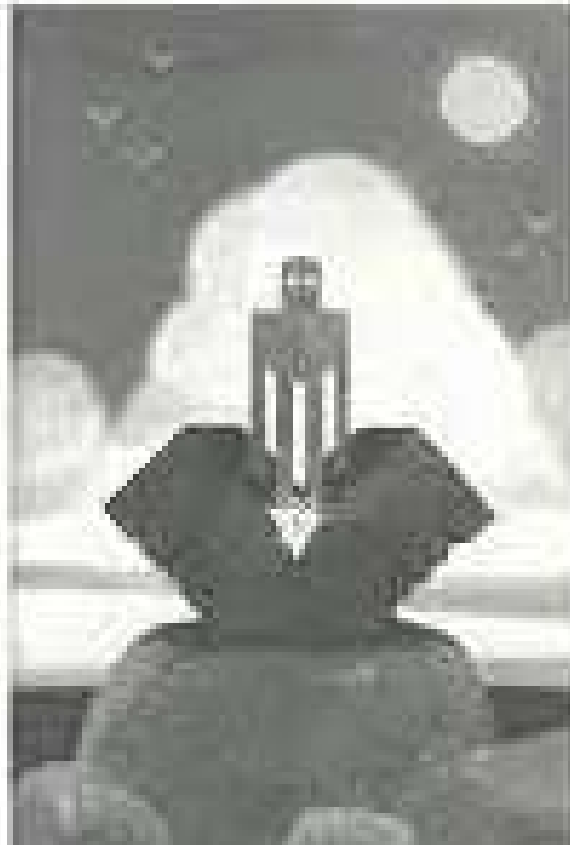
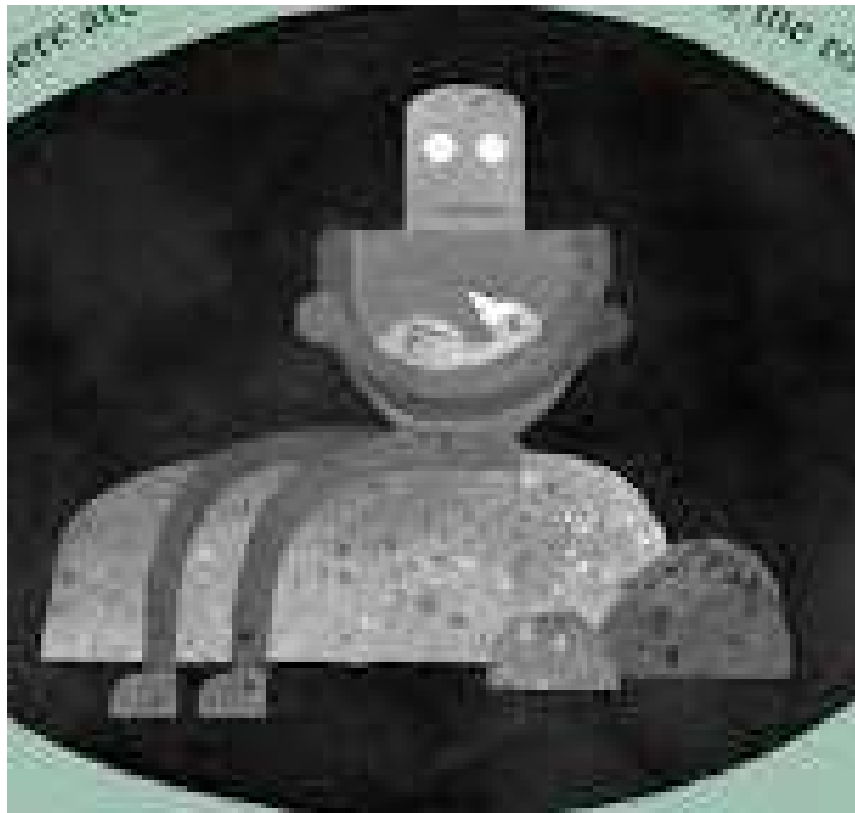
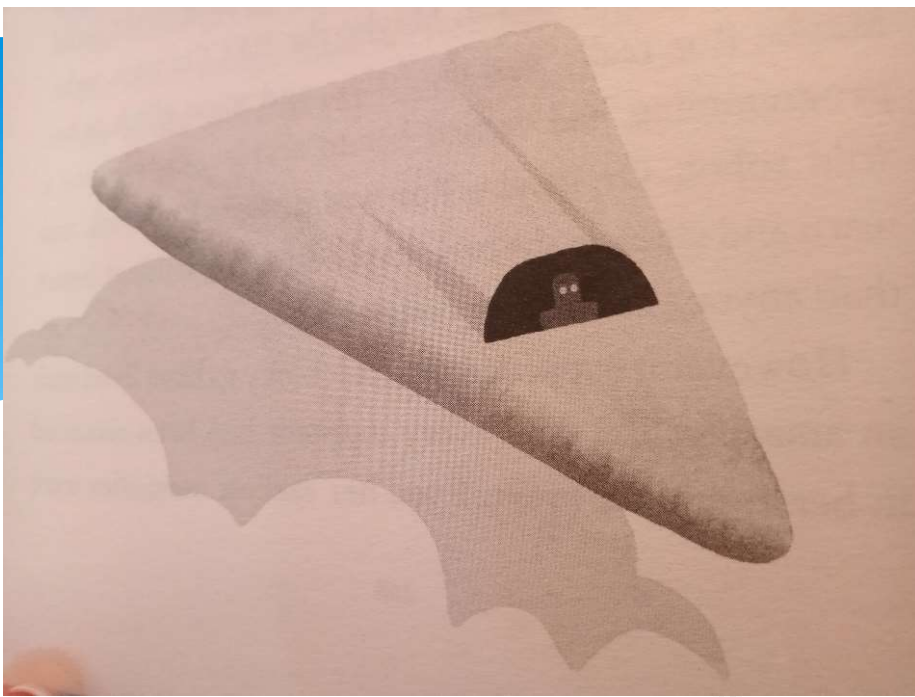
Your favourite moments of the story.

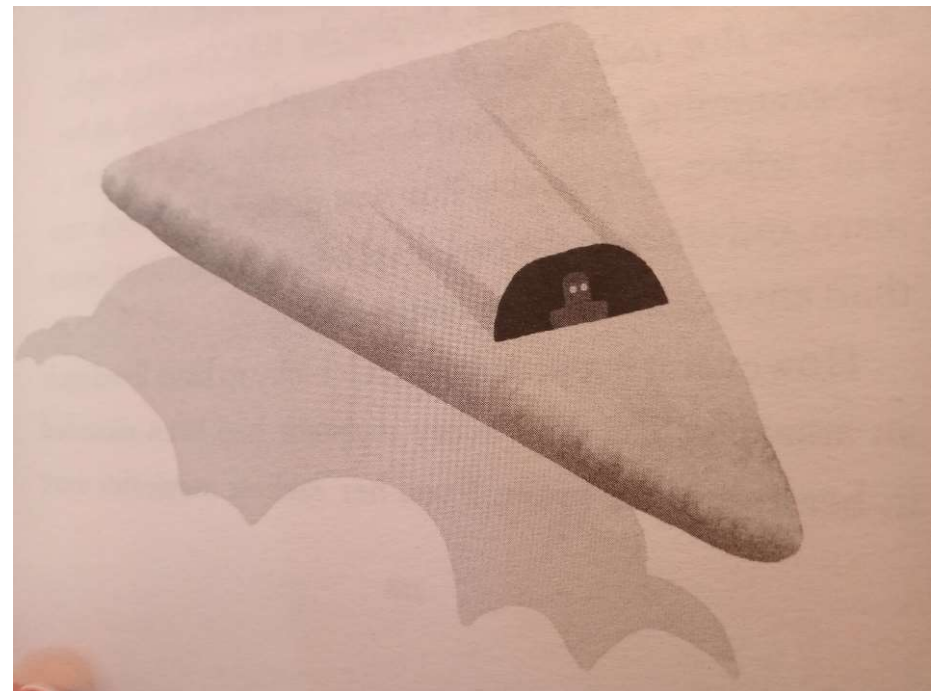
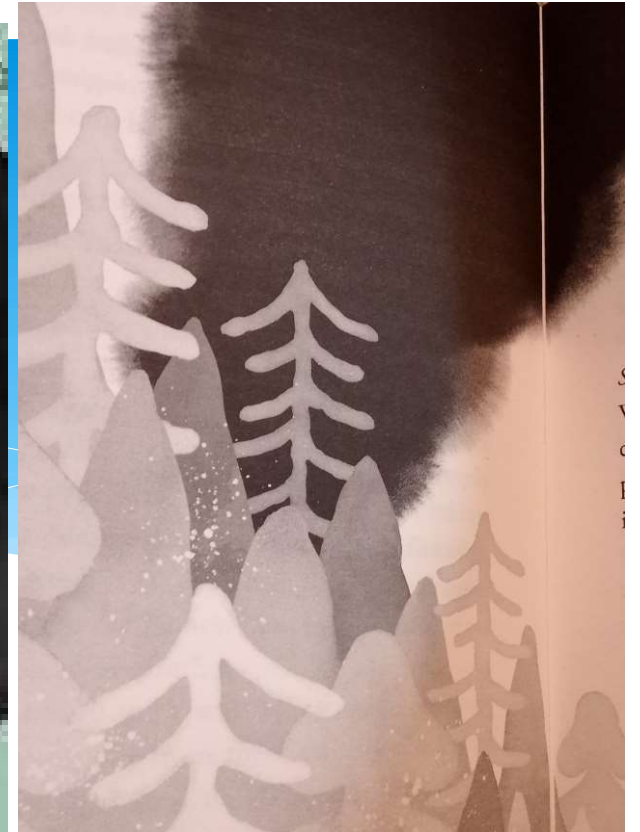
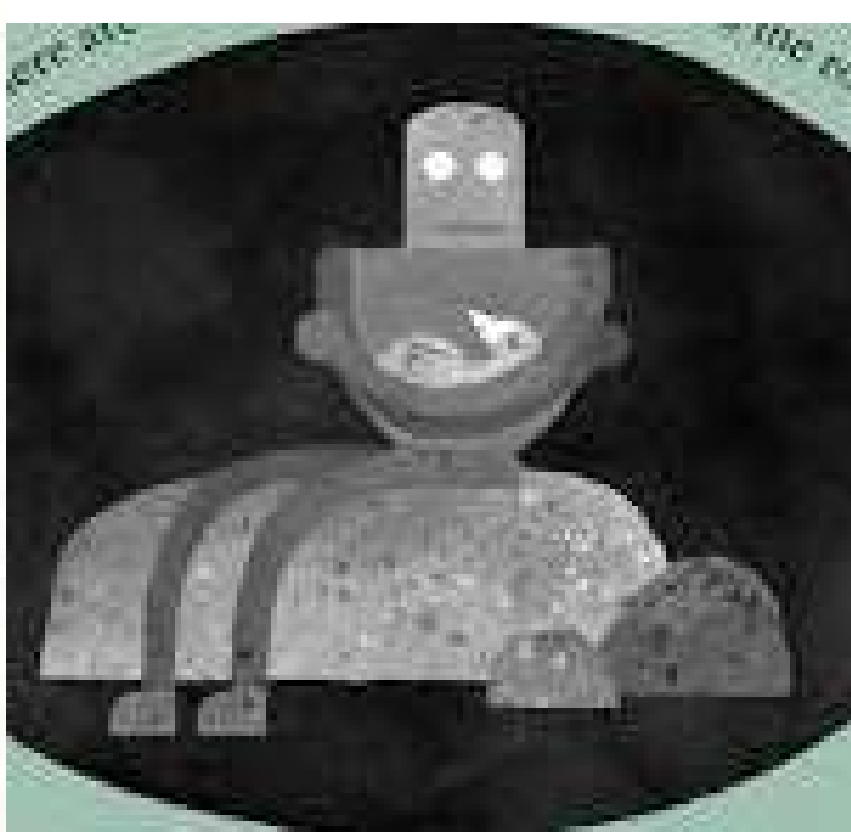
Roz 'feels lucky to have lived such an amazing life'.

Recall your favourite moments in Roz's story.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can speak with fluency and confidence.
- * I can sequence key ideas.
- * I can recognise the key parts of a story.





Model text -

Late one dark and stormy evening, a cargo ship was plunged to the bottom of the fierce ocean floor. On board the ship were crates and crates full of shiny, new robots programmed to carry out 8 jobs for humans. One such crate survived the storm and washed up on a tropical island surrounded by curious otters. Once upon a time there was a robot called Roz who washed up on an island in a crate. These noisy creatures destroyed the crate, pulled up the contents and booted up the robot. "Hello, my name is Rozzum Unit 7134, you can call me Roz," she said.

Terrified of this newly woken monster, the otters scarpered leaving Roz alone and curious as to where she had been born. Slowly and carefully, Roz made her way across the island. She climbed steep mountains, trekked through dense forests and searched dark, echoey caves. While traversing a particularly dangerous rock face, she slipped and accidentally knocked off a nest. Only one egg survived. Determined, Roz protected this egg and decided to raise it as her own child.

Over time, the frightened animals of the island saw how gentle and loving Roz was towards her son, the goose. They supported her in raising the baby bird, and she supported them in building dens and keeping warm by using fires. Unfortunately, it was a particularly fiercely burning fire that caught the attention of a passing cargo ship. Curious as to what had built a fire, Recos Robots were dispatched to investigate.

Three battle-programmed robots touched down in their plane in the centre of the island. Their sensors quickly scanned the area and found where Roz was hiding. A ferocious battle commenced. Birds plunged, bears roared and all animals attacked. All three robots were defeated. It was not a victory though, for with his final words, the leader said, "They will just send more until they have you."

Every single animal gathered around Roz who told them her plan to leave the island. "I must go, to keep you all safe!" she stated. Howls, growls and roars could be heard for miles around as Roz said her goodbyes. She climbed into the Recos plane and made herself a promise to find some way to escape and return to her friends and son.

Model text – simplified version

- * Opening – Once upon a time there was a robot called Roz who washed up on an island in a crate. The crate broke open and then went to search around. She climbed tall mountains, crossed raging rivers and trekked through dense forests. Roz saw lots of animals on the island, but they were all scared of her.
- * Build up – One day, Roz watched as a storm destroyed a nest on a cliff. There was only one egg that survived. She took the nest and raised the goose inside as her own son. Lots of animals saw how kind Roz was with her baby bird and decided to help her. Roz made lots of friends with the animals and became a wild robot.
- * Problem – Then, to celebrate her friendship, Roz built a large fire for a party. In the distance, a ship saw the fire on the island and sent Recos robots to investigate.

Model text – simplified version

- * Resolution – Next, three Recos Robots landed on the island and tried to hunt down Roz. The animals all came to her rescue. One Recos was attacked in the forest, one Recos was pushed over the waterfall and one Recos was destroyed by bears in their cave. Unfortunately, they managed to damage Roz so badly she couldn't walk.
- * Ending – Roz and the animals held a meeting and decided on a plan. To keep the island animals safe, Roz decided to let the Recos Robot's ship take her from the island. Roz said a tearful farewell and got on the aircraft. While flying, she made a promise to do everything she could to return to the island and see her friends and son again.

Model text - SEND

Opening

A robot, called Roz, arrived on an island. She searched for friends.

Build up

Roz rescued a baby bird. Animals saw Roz being kind to the bird and made friends with her.

Problem

A plane, with other robots in, spotted Roz on the island. They wanted to take her away with them.

Resolution

The animals tried to fight the robots, but they were too strong. Roz decided to leave the island to save the animals.

Ending

On the plane, Roz made a plan to come back to the island and see her friends again.

Week 3 Friday

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

Planning – idea for shared writing

Opening	Build-up	Problem	Resolution	Ending
Roz arrived at factory and got repaired	Button pressed and pretended to be reset	Sent to greenhouse and saw geese flying south	Escaped and followed geese to find son	Made migration back to island with geese

Week 4 Monday

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

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can talk through my ideas with clarity and confidence.
- * I can planning my own story in the style of Peter Brown.

Planning

Opening	Build-up	Problem	Resolution	Ending

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can write in the style of Peter Brown.
- * I can write an effective opening and build up from my plan.
- * I can edit and improve my writing.
- * I can offer peer support and assessment.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can write in the style of Peter Brown.

Week 4 Friday

- * Learning Outcome / Objective
- * I can perform and publish my work.
- * I can evaluate my learning.

Week 5 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can recognise language features of a non-chronological report.
- * I can recognise text features of a non-chronological report.

Model text – Animal Migrations

Each year groups of certain animals move from one place to another. Some may travel thousands of miles in the spring and then thousands of miles back in the autumn. These long trips are called migrations.

Why do animals migrate?

Animals migrate with the change of the weather and the seasons. They migrate to find warmer weather, better food supplies, or a safe place to give birth to their young.

How do animals know when and where to migrate?

Different signals, such as a change in weather, the length of the days, or the availability of food, may signal to the animals that it is time to move. As to how they know which direction to go, scientists aren't sure. Many think that animals know where to migrate to when they are born. Scientists say they learn this "genetically" from their parents. It is also called instinct.

How do they find their way?

Different animals have adapted different ways of navigating the Earth. Some animals use the Sun and the stars to figure out the correct direction. Other animals use wind patterns or landmarks such as mountains, rivers, and lakes. Still other animals may use an extra sense that allows them to use the magnetic field of the Earth to know which direction to go. It is amazing what animals can do!

Many animals prepare for migration by storing up energy reserves and even exercising certain muscles so they will be strong enough to make the trip.

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Each year groups of certain animals **move** from one place to another. Some may travel thousands of miles in the spring and then thousands of miles back in the autumn. These long trips are called migrations.

Why do animals migrate?

Animals **migrate** with the change of the weather and the seasons. They migrate to find warmer weather, better food supplies, or a safe place to give birth to their young.

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Different signals, such as a change in weather, the length of the days, or the availability of food, may signal to the animals that it is time to move. As to how they know which direction to go, scientists aren't sure. Many think that animals know where to migrate to when they are born. Scientists say they learn this "genetically" from their parents. It is also called instinct.

How do they find their way?

Different animals have adapted different ways of navigating the Earth. Some animals use the Sun and the stars to figure out the correct direction. Other animals use wind patterns or landmarks such as mountains, rivers, and lakes. Still other animals may use an extra sense that allows them to use the magnetic field of the Earth to know which direction to go. It is amazing what animals can do!

Many animals prepare for migration by storing up energy reserves and even exercising certain muscles so they will be strong enough to make the trip.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can share ideas.
- * I can work collaboratively.
- * I can recognise and use questions for subheadings.

Shared write – planning

Title	Opening	P 1	P2	P3	P4	Closing
Hibernation	What it is	How they prepare	Hedgehogs	Dormice	Bats	Closing

Hibernating Animals

What Is Hibernation?

Hibernation is how some animals survive the winter. They find a safe place and fall into a very deep sleep. Animals such as hedgehogs, dormice and bats hibernate to escape the cold of winter.

Whilst animals are hibernating, their body temperature drops and their breathing becomes much slower.

Some animals hibernate for the winter because the weather is much colder and it is hard for them to find food. When the weather warms up in the spring, they will wake up again.

How Do Animals Prepare for Hibernation?

Before going into hibernation, many animals prepare by eating extra food. They store this as fat in their bodies to help keep them alive while they sleep.

Hedgehogs

Hedgehogs like to eat insects, snails and worms. In the winter, it is harder for them to find food so they have to hibernate.

Hedgehogs go into hibernation anytime from November to January. They usually hibernate under a pile of dry leaves. They make a nest of dry leaves and grass to keep themselves warm. They never hibernate outside their nest but they will sometimes wake up and move nests before going back to sleep.





Dormice

Dormice hibernate between October and April. They roll themselves into a ball and go to sleep on the ground in a nest of leaves and grass.

In order to survive hibernation, dormice need to eat lots of food during the summer and autumn.

Bats

Bats go into hibernation from November until March or April. They often hibernate in disused buildings, old trees or caves.

Bats might hibernate on their own or in small groups.





Queen Bumblebees

Queen bumblebees can hibernate for up to nine months of the year!

They hibernate in soil. The queen bee will dig down about 10cm below the ground. She will then make a little hole to hibernate in.

Toads

Common toads usually hibernate between October and March.

They hibernate in the bottom of hedgerows, under deep leaf litter, logs or drainpipes.



Week 5 Wednesday

- * Learning Outcome / Objective
- * I can plan a report.
- * I can research information.
- * I can speak through my plan with confidence and clarity.

Time to research

- * Books
- * Internet searches
- * Discussions with experts

Independent planning

Title	Opening	P 1	P2	P3	P4	Closing

Week 5 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can write a non-chronological report.

Week 5 Friday

- * Learning Outcome / Objective
- * I can publish my work.
- * I can evaluate my learning.

Week 6 Monday

- * Learning Outcome / Objective
- * I can speak with fluency and confidence.
- * I can use prosody.
- * I can recognise how emotional connection is created in poetry.

Model text – Question and Answer Poem

Are you my mama?
I provide you food and water and shelter.
Are you my mama?
I make you feel loved but I don't pamper you too much.
Are you my mama?
I keep you away from danger and teach you things.
Are you my mama?
I make sure you get rest so you are not cranky.
Are you my mama?
I do my best.
Should I stop calling you mama?
I will act like your mother, no matter what you call me.
I think I will keep calling you mama.
I think I will keep calling you son.

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can recognise and use questions to engage a reader.

Model text – Question and Answer Poem

Are you my mama?
I provide you food and water and shelter.
Are you my mama?
I make you feel loved but I don't pamper you too much.
Are you my mama?
I keep you away from danger and teach you things.
Are you my mama?
I make sure you get rest so you are not cranky.
Are you my mama?
I do my best.
Should I stop calling you mama?
I will act like your mother, no matter what you call me.
I think I will keep calling you mama.
I think I will keep calling you son.

Find the question marks...

Are you my mama?

I provide you food and water and shelter.

Are you my mama?

I make you feel loved but I don't pamper you too much.

Are you my mama?

I keep you away from danger and teach you things.

Are you my mama?

I make sure you get rest so you are not cranky.

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Find the question marks...

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I keep you away from danger and teach you things.

Are you my mama?

I make sure you get rest so you are not cranky.

Are you my mama?

I do my best.

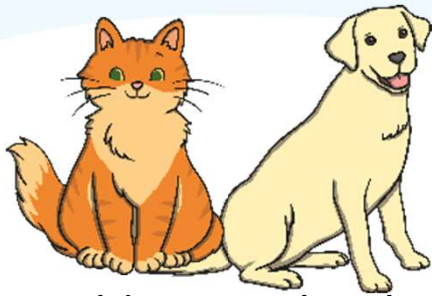
Should I stop calling you mama?

I will act like your mother, no matter what you call me.

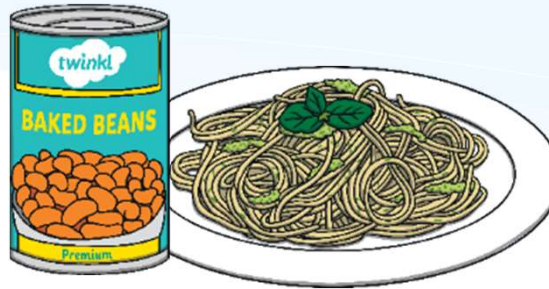
I think I will keep calling you mama.

I think I will keep calling you son.

These questions are missing question marks. Can you add them in the correct place?
Click each sentence see if you were right.



Would you rather be a
dog or a cat ?



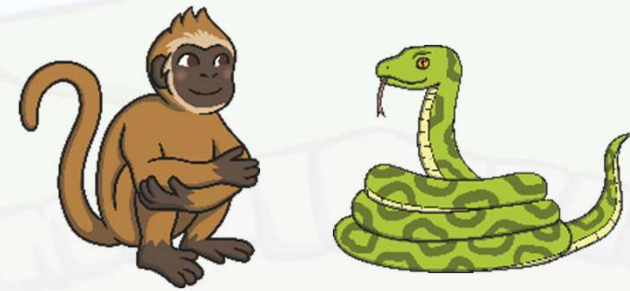
Would you rather have a bath
in baked beans or jump in a
swimming pool of spaghetti
?



Would you rather be
too hot or too cold ?



Would you rather have clown
feet or a clown nose ?



Would you rather have a pet
monkey or a pet snake ?

**Can you write your own 'Would you rather' question using a
question mark? Share it with a friend for them to answer.**

The grumpy troll has stolen all the punctuation in the story. Can you work out where the question marks should be?

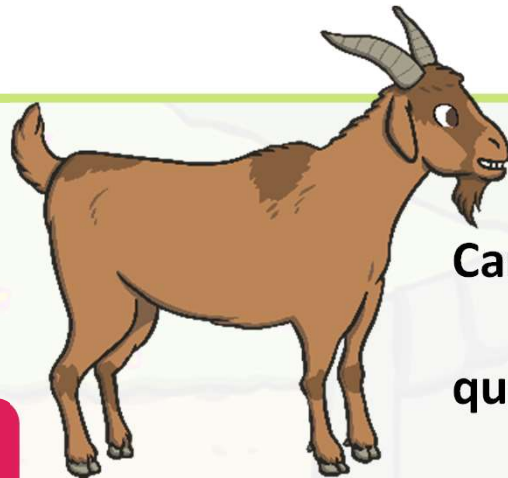
One day, the three Billy Goats Gruff saw a field of sweet grass on the other side of a bridge. “How can we get to that lovely grass?” asked the smallest Billy Goat.

“We must go across the bridge,” said the biggest Billy Goat.

“Who will be brave enough?” wondered the medium sized Billy Goat.

The smallest Billy Goat went across the bridge first. “Who goes trip-trap over my bridge?” growled the troll.

“Who says this is your bridge?” asked the smallest Billy Goat Gruff.



Can you write the next part of the story, remembering to use question marks at the end of your questions?

Show all
punctuation

These children have all come up with interview questions to ask a new teacher. Can you add the question marks to their questions? Click each one to see the answer.

I love art and painting. Do you mind getting messy?

What is your favourite colour?

What would you do if you found out someone was being bullied?

I don't really like learning spellings. Why do you think spellings are important?



**Can you write your own question to ask a new teacher?
Remember to use a question mark at the end.**

These superheroes are here to help make these sentences super!
If the sentence needs a full stop adding, you need Full Stop Girl!
If the sentence needs a question mark adding, you need Captain Question Mark!
Click on the superhero needed for each sentence.

Where did mum put the cheese



Full Stop Girl

Correct!

Where did mum put the cheese?



Captain Question Mark

Try again!

These superheroes are here to help make these sentences super!
If the sentence needs a full stop adding, you need Full Stop Girl!
If the sentence needs a question mark adding, you need Captain Question Mark!
Click on the superhero needed for each sentence.

I like to play football with my friends



Full Stop Girl

Correct!

I like to play football with my friends.



Captain Question Mark

Try again!

These superheroes are here to help make these sentences super!
If the sentence needs a full stop adding, you need Full Stop Girl!
If the sentence needs a question mark adding, you need Captain Question Mark!
Click on the superhero needed for each sentence.

I can't decide what to wear

I can't decide what to wear.



Full Stop Girl

Correct!



Captain Question Mark

Try again!

These superheroes are here to help make these sentences super!
If the sentence needs a full stop adding, you need Full Stop Girl!
If the sentence needs a question mark adding, you need Captain Question Mark!
Click on the superhero needed for each sentence.

Who is going to wash the dishes



Full Stop Girl

Correct!

Who is going to wash the dishes?



Captain Question Mark

Try again!

These superheroes are here to help make these sentences super!
If the sentence needs a full stop adding, you need Full Stop Girl!
If the sentence needs a question mark adding, you need Captain Question Mark!
Click on the superhero needed for each sentence.

Why does it always rain on Saturday



Full Stop Girl

Correct!

Why does it always rain on Saturday?



Captain Question Mark

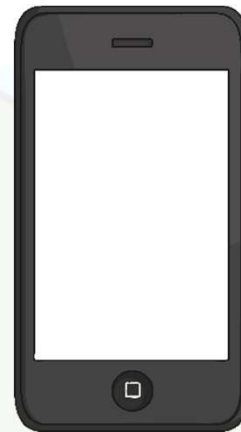
Try again!

The question marks in these text messages are in the wrong place. Can you put the question marks in the correct place so that they make sense? Click on the message to see the answer.

What time are you
going to get here?

How many bananas
shall I buy at the
shops?

Who is coming to your
birthday party?



When will my new
bunkbed be ready?

Can you write your own text message for a friend with the question mark in the wrong place? Can they correct it?

This is a very strange picture! Write a list of all the questions that this picture makes you think of.

For example: What are the men drilling for? How small are these people?

Don't forget to use question marks.



Can you swap your questions with a friend and see if they can answer them?

This is a very strange picture! Write a list of all the questions that this picture makes you think of.

Don't forget to use question marks.



Can you swap your questions with a friend and see if they can answer them?

This is a very strange picture! Write a list of all the questions that this picture makes you think of.

Don't forget to use question marks.



Can you swap your questions with a friend and see if they can answer them?

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can share ideas.
- * I can collaborate.
- * I can use planning templates to organise my thoughts.

Model text – Question and Answer Poem

Are you my mama?
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Are you my mama?
I make you feel loved but I don't pamper you too much.
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I keep you away from danger and teach you things.
Are you my mama?
I make sure you get rest so you are not cranky.
Are you my mama?
I do my best.
Should I stop calling you mama?
I will act like your mother, no matter what you call me.
I think I will keep calling you mama.
I think I will keep calling you son.

Can you think of a part of the story where you could have two characters conversing?

- * Which characters did you pick?
- * Which character is going to be asking all the questions?
- * Are the questions going to create emotions, such as funny, sad, scary?

Week 6 Thursday

- * Learning Outcome / Objective
- * I can write a question and answer poem.
- * I can edit and improve my writing.
- * I can peer and self assess.

Week 6 Friday

- * Learning Outcome / Objective
- * I can perform my poetry.
- * I can evaluate my learning.

The Wild Robot

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

