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| Suitable for Key Stage 2 (lower) | | |
| **Church Detectives** | | |
| **Learning Objectives** | **Curriculum Links** | **Resources** |
| * To plan and write a story using the church setting and based on the facts provided. * To use descriptive language to describe the characters and setting in your story. * To use inference in written work to explain an event. | **English -** narrative and inference  **Science -** sensesi.e.see, hear, feel, smell  **R.E. -** features, symbols and objects used in a church. | * Sense activity sheet (R1) * Interview sheet (R2) * Story plan (R3) * Writing frame (R4) |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Children will need to have a clear understanding of the elements of a story (i.e. beginning, middle, end, characters, settings and plots) and have read a variety of stories to provide examples of the above. They will need to have experience of planning a story using some set criteria. * The activity at the church will require the children to have an understanding of inference and deduction, for example: *The police find a body with a knife sticking out of it. We could* ***infer*** *that someone didn't like that person.* * The children will also need to have knowledge of their senses - sight, hearing, touch and smell - in order to explore and explain areas of the church building in their activities and writing. * One of the activities at the church will require the children to use ‘question’ vocabulary. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Discuss - Where are we? What is this building used for? Who is likely to use the building? How does the building make you feel? What can you see in the building? Ask the children to go on a ‘senses trail’ around the church. The children will need to collect information about what they can see, hear, smell and touch. The information to be recorded on R1.  If the church door could talk what stories could it tell us? | | |
| **Main activity *(30 mins)*:**  Children return to the community room and start to share some of their findings, when suddenly the vicar bursts into the room and announces that *“the priceless silver church cup has been stolen! What are we to do? Did anyone see anything? We are going to have to call the police! Can you help?”*  Ask the children to be detectives. Go out into the church and interview any object with eyes. Did they see anyone, hear, smell, feel anything? When did it happen? See what information you can find out and meet back here in 10 minutes. (R2)  Back in the community room, ask the children what objects they look at. Could these objects be characters in a story? What information could they give you about the missing cup?  Explain to the children that they are going to have a few minutes to plan a story about the stolen silver cup. (R3) The church is to be the setting for their stories and the objects with eyes in the church could come alive and be their characters. What has happened to the silver cup? | | |
| **Plenary *(15 mins)*:**  Using your plan and notes, find a place in the church building to sit and write the first draft of your story. (R4) | | |
| **After your visit** | | |
| * Back at school, read through the first draft of your story. * Upgrade by adding exciting vocabulary, more explanation or even more events. * Share your stories with other members of the class and discuss the different ideas with in the stories. * Upload your finished stories and pictures to ‘The Gallery’ so that they can be shared with others. | | |
| **Examples of objects with eyes** | | |
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