

**Objectives we are covering this half term:**

## **Composition**

- Writing is coherent, expressive and follows an appropriate structure.
- Children can effectively build suspense around the climax of the story.
- Children can make detailed observations about the structure, vocabulary and grammatical features of example texts in order to help plan their own writing.
- Children are effective in proof reading their own work in order to identify spelling and grammatical errors.

## **Grammar and punctuation**

- Children can identify the main and the subordinate clause in a complex sentence.
- Children can separate clauses in a sentence using a comma where appropriate.
- Children can write using a full range of sentence types (simple, compound and complex).
- Children can use apostrophes correctly to indicate singular and plural possession (*The girl's name, the girls' names*).

# Take one book!

## **Creation Stories**

A creation story is a myth, often from a different culture, that helps to explain how the Earth was made. They are often passed down from person to person through generations. Can you find more than one example of a creation myth on the internet, at school or in the local library? You may wish to explore the aboriginal Dreamtime stories, the Ancient Egyptian creation myths and the Christian, Hindu and Muslim creation stories.

What are the similarities and differences between the stories of creation in different religions and cultures?

Compare a variety of creation stories from different cultures. In each one, consider:

- Who made the earth and animals? Why?
- How long did it take?
- Are there any important symbols in the story?



# Wonderful websites

[Myths from around the world](#)

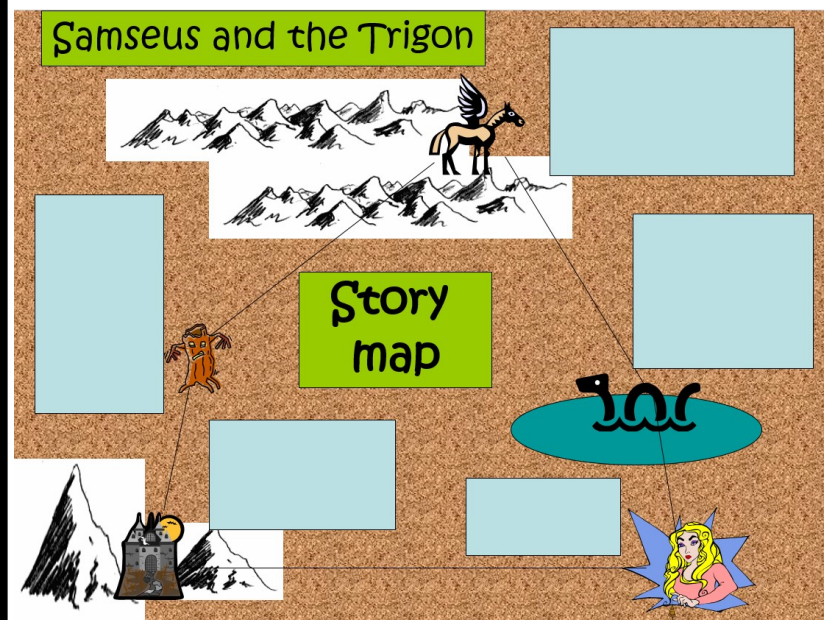
[A series of short films and animations in fantasy settings.](#)

# Let's write...

You are going to write your very own myth or legend involving some mythical heroes! Use [this website](#) to read some myths and get some ideas for your own myth. You can use these starting points to help you. Then, begin by completing the planning sheets on the following pages. Ask your teacher if you need these printing off for you.

1. Think of a sentence to open your story to show this story took place a very long time ago.
2. Introduce your hero/heroine and explain why they are so heroic.
3. .... is sending your hero/heroine on a quest. What is it and why are they sending him/her?
4. How is he/she going to get to their destination? Is anyone going with your hero/heroine?
5. What is the first problem your hero/heroine encounters on the journey? How is it sorted out?

You might also want to draw a story map like this to help you with your planning:



## Legend Planning Sheet

Think of a sentence to open your story to show this story took place a very long time ago:

Introduce your hero/heroine and explain why they are so heroic:

**BUILD UP 1:** Introduce the villain: ..... is sending your hero/heroine on a quest. What is it and why are they sending your hero/heroine?

How is he/she going to get to their destination? Is anyone going with your hero/heroine?

### **BUILD UP 2 : HELP ARRIVES**

A god or goddess will help your hero – but which one?

How and where do they tell the hero that they will help?

What do they give the hero – how does it work? How much can the hero use it?

Any other helpful advice for the hero?

## THE FIRST BRAVE ACTION

What is the first problem your hero/heroine encounters on the journey? How is it sorted out?

## THE SECOND ACTION

Our hero/heroine arrives at the destination...

What do they see around them?

What do they hear coming towards them?

Can they smell or feel anything unpleasant?

How does they come face to face with the MONSTER?

Describe the monster in all its foulness!

## DESCRIBING THE ACTION:

The monster attacks first – describe what it does?

## RESOLUTION: (ENDING)

There should be a HAPPY HERO/HEROINE ENDING – but there may be a surprise, too!