

Wc 8.11.21  
WC 9<sup>th</sup> November

M-POR session 4 - [Reading aloud and Freeze-Frame and Thought Tracking – Exploring viewpoint and feelings around separation](#)  
Begin to read aloud the story.  
On the second page encourage the children to predict where they think the mother owl has gone and why. Scribe the responses into the class journal around a picture of the mother owl.  
Ask the children to think about any times they have lost their mum or dad when out and about. How did it make them feel? Give the children time to reflect on this

As you read on, have woodland sound effects playing in the background, such as: <https://www.youtube.com/watch?v=ndL6m5vHvhw>

Small groups of five or six children could be supported in re-enacting then freeze-framing the scene. When you tap them on the shoulder each child could voice their character's thoughts in role. These could be scribed on thought bubbles and displayed around the image. Scribe all of these words in one particular colour to compare later when mother owl returns.

Begin to scribe how the children are feeling about the separation, and how they think the owls are feeling. Make a separate list of feelings for the baby owls (Sarah, Percy and Bill) and the children within the setting.

Continue reading the story up until the stage where the owls wish for their mother to return. How have the owls differed in their reactions to mother owl not being in the nest? Elicit from the children that the older siblings are trying to reason about her disappearance whereas Bill just repeats that he wants his mummy. - Is it just Bill that wants his mummy? - Why are his older brother and sister not saying this too? What are they thinking?

Freeze-frame and thought track further to enable the children to better grasp the idea that you could be thinking something but not saying it aloud

W-POR session 5 [Expanding vocabulary and Shared Writing – Wanted Poster](#)

Having read the story to the part where the mother owl flies off, tell the children that we might create wanted posters that could be put up around the setting, encouraging her to be found and return to her babies.

Have the children suggest titles for the poster, such as 'Wanted! Mummy Owl' or 'Reward for finding Mummy Owl' that will attract the attention of readers

Consider how the poster is to be laid out to further attract attention. What size paper could we use? You could even use glow in the dark paint to attract nocturnal animals. Provide materials from which the children can choose when creating their own poster. Have the children display their posters for their intended audience and encourage children to read those they find around the setting, supporting them to draw on their knowledge of the story, characters and dialogue as they discuss Mummy Owl being away and make their predictions. Encourage them to talk about particularly effective aspects of the posters that they see in attracting attention and in persuading Mummy Owl to return.

POR session 6 [Debate, Discussion and Critical Thinking – Encouraging the owl to come back](#)

Ask the children how else they could encourage Mummy Owl to return to her babies and scribe their suggestions

T- Remembrance Day

[why/who do we remember?](#)

When we take part in remembrance we are saying thank you to all the people who keep us safe. Q: who keeps us safe? who protects us? Who are the people who help us? what does it mean to remember? Can you remember a time that is special to you?

CBCC video - poppy day

Books - Captain Tom & Where the poppies now grow

F-POR session 7 [Shared Writing – Implying letter to Mummy Owl](#)

Reread and revisit the first two pages, exploring the children's ideas about how the baby owls are feeling.

As a group or class, share writing a letter to the mother owl asking her to return to her babies. Revisit the notes and thought bubbles to help explain to her how her babies are feeling

Share writing the content of the letter. Support the children in extending their ideas and provide Mummy Owl with the detail she needs to return swiftly, e.g. 'Your owl babies are squawking and squeaking. They are scared of the silence.' With the children, consider the best use of language that conveys the urgency of the situation and will elicit a speedy response.

Post the letter in the mail box with the children and await a response.

Wc 1.11.21

W- POR session 1

Book Talk 'Tell me' – Responding to an illustration. Set the scene by introducing the story in a darkened classroom; lights off, blinds down. Hand out torches for the children to share.

Select an illustration of the owls from the book (page 3 or 5). Ensure the text is concealed then make copies and hand them out for the children to look at with their partner under torchlight.

- What do you notice in the picture?
- Who are the owls? What are the owls doing? How are the owls feeling?
- What do you think is happening?
- Does it remind you of anything you have seen before?
- Where is this? How can you tell? What might you hear if you were there?
- What do the owls think of the dark? (Discuss how does this compare to the children's own thoughts and feelings about the dark?)
- Do you have any questions?

Scribe ideas on the working wall

T- POR session 2

Ask the children to draw their ideas; the possible events that might unfold in the book, who it might involve, etc.

POR session 3

Take them to the woods or have them listen to a sound clip of a woodland setting at night, again eliciting further detail in their description.

Working with a small group, provide dark coloured strips of paper to each child and ask them to write or have scribed a word or phrase that they feel best describes the dark woodland, the baby owls' feelings or their own emotional responses to the dark. Support the group to collaborate to arrange the strips into an order that creates a free verse poem. Rehearse reading aloud and performing the poem, modelling to the children how they can use intonation, sound effects and movement to evoke the intended atmosphere and associated feelings.

F- Bonfire Night

[What is bonfire night and why do we celebrate it?](#)

Show images of bonfire night and encourage children to talk about what they can see. Can they use language to describe the pictures and relate into their own experiences?

[Who is Guy Fawkes?](#)

Look at the Guy Fawkes twinkle ppt and discuss how the children feel about what happened.

Discuss who Guy Fawkes is and the part he played in why we celebrate bonfire night now.

Sequence the story of the gunpowder plot with the children

[Why is it important to be safe on Bonfire night?](#)

Discuss how to be safe on Bonfire night with the children.

Look at the Bonfire safety ppt and discuss what is important that we follow these rules.

With the children's input write up some rules about how to be safe on bonfire night

[What are Bonfire Night traditions?](#)

Read the poem 'Remember Remember ...' and discuss the vocabulary in the poem. Link to learning on Guy Fawkes.

Look at making bonfire party food - toffee apples, hot dogs, Parkin, gingerbread men, soup.

Go through step by step instructions, write a list of ingredients, weigh ingredients, make in small groups.

[Let's celebrate!](#)

Bonfire party - eating the food. We made and toasting marshmallows on the fire pit.

Build a pretend bonfire using a range of materials.



FS2

Autumn 2

How do we

celebrate?

Bonfire Night

Remembrance Day

Owl Babies

Wc 15.11.21

M- POR session 8 [Exploring and stimulating ideas and predictions](#)

Prior to this session, prepare some clues in the classroom which suggest that the mother owl has visited overnight, e.g. - Place leaves and sticks all over the classroom - Leave a pile of bird food in a corner - Add a spillage of water (perhaps by the water table) - Leave some natural brown and white feathers  
Encourage the children to investigate the clues and predict who has visited overnight using magnifying glasses, mirrors, clipboards, etc  
Take photographs of the children and scribe their reactions on speech bubbles. The children could record their hypotheses using digital equipment.

W- POR session 9 [Reading Aloud, Drama, Freeze-Frame and Thought Tracking](#)

Ask the children to predict whether they think the mother owl will return to her babies and why they think that.

Read the story aloud from the beginning until the end, allowing the children plenty of time to respond to it.

Look at the illustration of the mother owl returning. Ask the children how they think Sarah, Percy and Bill feel at this point.

Small groups of five or six children could be supported in re-enacting then freeze-framing the scene. When you tap them on the shoulder each child could voice their character's thoughts in role. These could be scribed on thought bubbles and displayed around the image in a different colour from the thought bubbles belonging to the owls when their mum had left them.

Scribe feelings words in the class journal next to the initial feelings, in a different colour. Compare the differences in the words.

You might like to develop the language further, describing various emotions by tracking the baby owls' emotional journey throughout the book. You could display a simple sequence of key illustrations from the book on the wall and support the children to annotate each one with the thoughts and feelings of the baby owls. Freeze-Framing and Thought Tracking each scene will enable the children to better step inside the character. You could add photographs and speech bubbles to the sequence of illustrations.

T- POR session 10 [Drama, exploring character and composing questions – Hot-Seating Sarah Owl](#)

Ask the children what they would like to ask members of the owl family if they were able to

If the children could speak to Sarah, what questions would they ask her? Record the children's responses and write a list of class questions. Ask the children to discuss questions they would like to ask, scribing them in the class journal, after modelling the first few yours; such as:  
Does the dark scare you? Why? Why not? - How do you think your brothers felt? - How did you keep calm? - What is your favourite thing about your mum?

Invite 'Sarah' in to the classroom so that the children can ask her how it felt to wake up to no mummy.

Have 'Sarah' answer the questions posed and retell the story from her point of view, using the illustrations as prompts.

You might hot-seat the role of the mother owl, responding to questions the children may have, such as: - Why did you fly off? Why didn't you wait until they had woken up first? - Did you know how scared the baby owls were? Why didn't this stop you leaving? - Why didn't you leave somebody to look after the baby owls? Why would you leave babies alone? - Where is Daddy owl?

F- POR session 11 [Shared Reading – Thank You note from Mummy Owl – Debate and discussion](#)

Prior to this session, prepare a little note from Mummy Owl, thanking the children for their letter and all the things that they did to persuade her to come back. However, have her explain her absence by also firmly reminding them that she has to look for food and that they 'must have known she would come back, she always comes back.'

Have someone rush in with the letter from mother owl. Read aloud or share reading the letter and talk about her reasons for leaving. Revisit the hot-seating activity and her final words about always coming back.

Discuss the story further in small groups, with children sharing their own responses the owlets' predicament and own experiences of being afraid, worried or lost.

Ask the children if they think that mummy owl should have stayed in the nest, cuddling up to her baby owls. Put forward the point of view that it was her responsibility to find them food to eat even if that meant leaving them. What would happen if she stayed in the nest with her baby owls all the time?

Encourage the children to consider her point of view and translate this to their own experiences: - How does it feel when a parent leaves you? When does this happen? - Why does a parent leave you? Would they leave you all alone? - How do you feel when they leave you? What do you do? What do they say to you?  
What happens when they come back? If you are cross or upset, what do they say to you?

Wc 22.11.21

M-POR session 12 [Exploring viewpoint - Debate and discussion - Circle time](#)

Start by modelling why you love your mum, dad or other significant parent figure: "I love my daddy because..."

Go round the circle and ask the children to say why they love somebody significant to them. Each child can hold a soft owl to show it is their turn to speak while the others listen attentively.

W- POR session 13 [Shared reading, revisiting and retelling](#)

Read the story on several occasions, encouraging the children to chime in as they become more confident with key phrases in the story, particularly the dialogue.

Prepare story props of the characters to use for your oral telling of the story and to support children's independent retelling. There are many different kinds of props you can collect or make – from plastic owls, fluffy owls of different sizes, knitted owls, magnetic images, puppets etc.

Children could write and illustrate their retellings in a handmade zig-zag book.

T - **Night time**

Ask the children to talk about and compare night and day.

Discuss the difference between nocturnal and crepuscular animals.

Place two large 'hula hoops' on the floor and gather all of the small world animals within the setting. Have the children sort them between 'night' animals and 'day' animals.

Encourage the children to talk about when they have stayed up after dark - in the winter months, at social, cultural or religious events, festivals, celebrations of light, on holiday or when travelling.

In the winter months, you could invite the children into school in the early evening with their parents for bedtime stories by candlelight. Before they settle for stories, allow the children to explore the classroom/outdoor area at night. Encourage them to record any differences they notice in their environment and any changes in feelings compared to how they feel at school during the day - How does it look at night? How does it make you feel? Why? - What can you hear? How are the sounds the same or different from the daytime? - What happens when you shine a torch? How would it look without a torch?

