



## Hitch the Sails!

### Our Mission Statement:

*"Inspiring children and adults to find and express their unique voice through transformative, creative experiences."*

*'The cloth of Pushkin's sail is woven from fairytale and myth that speak to us by the way of metaphor and symbol. These symbols reverberate in our ears and in our hearts long after the one who has aired them is silent.'* Sacha Abercorn, *A Brief History of the Pushkin Trust*, Sourcing Voices, 2014.

Inspired from the words of Her Grace, the late Duchess of Abercorn, The Pushkin Trust's theme for this year 'Hitch the Sails!', explores the element of **air**. It is designed to bring freedom and individuality within our learning, curiosity and wonder, as each child and educator delves into their own voice, finding inner confidence from creativity and the whispers within that breeze.

**Background:** The Pushkin Trust and its ethos of the Pushkin Flower was founded by The Duchess of Abercorn. Intrinsic to its ethos is the importance of each individual's Creative Core along with the balance and alignment of one's Mind, Body, Emotions and Imagination.

This year's theme, *Hitch the Sails!*, is inspired by Sacha's chapter, 'A Brief History of the Pushkin Trust', in her book, *Sourcing Voices*. It was written to highlight the importance of providing opportunities for children to discover their own path, voice, expression and power through creative means.

*'The Pushkin movement that has grown from that initial response to the 'cry of the child' is not an institution or a corporation but more a kind of sail that we have hitched to catch the roaming wind of the Creative Spirit. No one can touch that wind, but we can feel it; we cannot tie it down, yet we can allow ourselves to be carried by it, bringing out new perspectives as we are lifted beyond the anxieties and preoccupations of everyday life.'*

Sacha Abercorn, *A Brief History of the Pushkin Trust*, Sourcing Voices, 2014.

We hope that you enjoy this pack that aims to hitch your sail to lean into, to inspire and guide you and your class. To create with a freedom that flourishes, allowing you to harness each child's imagination and creativity within your learning environments, embracing the environment as you do so.

*It's time to Hitch the Sails! What direction will the wind take you?*  
*Michelle Young, Project Co-ordinator and Thematic Unit Creator*

## **Aims & objectives:**

### **Language and literacy:**

- To consider the meaning of words, finding synonyms to expand language and meaning;
- To dig deep, exploring descriptive, vivid language and poetic tools;
- To perform the spoken word with confidence, together;
- To explore quality story books, text and images to inspire and learn from with regard to creative ideas, language devices, structure and composition;
- To use shared writing as a tool to create together and model creative thinking and quality writing as a class, before individual writing
- To write non-fiction text using technical language and non-fiction devices to inform and interest an audience;
- To express self, potential and emotions through words, language and tone;
- To listen to each other as writers, commenting on what works well and why, as well as inspiring and encouraging each other with words and ideas;
- To edit writing based on feedback and reflection.
- To write and debate from different perspectives;

### **STEM:**

- To know the sources of energy in our world, with a focus on wind energy
- To identify sources of wind energy in our locality
- To be aware of global or national issues around natural energy and its benefit to sustainability
- To relate Newtown's Laws of Motion to sailed objects that move
- Hypothesise and investigate the windiest or most sheltered area on the school grounds
- Measure data and report outcomes.

### **WAU:**

- To be able to identify places on a global map
- To be aware of a variety of wind strengths and where they are most likely to occur in our world
- To explore topics and the perspective of those who experienced the Titanic or famine through creative means

### **Music:**

- To be inspired by musical lyrics and to learn through its multi-sensory rhythm;

### **Art:**

- To create a variety of 2D and 3D art, bringing imaginations and words to life, using the mediums of paint, collage and paper-craft.

## Thematic Unit Index:

<b>What does it mean?</b> Definition and meaning of words	Discover what 'Hitch the Sails' mean in context of The Pushkin Trust	Pg 4
<b>Crack the Words Open</b> Language, ideas, performance poetry	Delve into the words, <i>Adventure</i> and <i>Unknown</i> to find words associated with them. Match and expand ideas to create lines of a whole-class poem that includes poetic effects that make the poem sound good to an audience: onomatopoeia, alliteration, voice.	Pg 5
<b>Words around Wind The Voice of Wind</b> Play with synonyms, action, contrasting ideas	What does the wind say? Explore the variety of wind and air and their voice and actions to create performance poetry, extended into further poetry, 'My creativity...'	Pg 6-9
<b>The Heart of A...</b> Poetry	Dig deeper into the senses with different wind/ air types to bring it to life through description and personification.	Pg9
<b>My Creativity</b> speech punctuation in poetry/ narrative	Different words and action to match weather/ wind voices. Opportunities to hotseat and dramatize. What would a tornado say? What would a soft, spring breeze say?	Pg10
<b>Stillness</b> Metaphor	Poetry using metaphor to describe still sails of contentment	Pg 11
<b>Prepare to go...</b> Potential Poetry & PDMU	Each child explores their own potential and creativity through art, promoting emotional literacy and self-expression	Pg 12
<b>My Sails Are Made Of...</b> <b>Wishing Boats/ flags</b> Poetry	Embrace imagination, the power of word choice and expanding of ideas to create powerful individual poems teamed with art on fabric and/or origami.	Pg 13
<b>Imagination Station</b>	Creative thinking and writing about where dreams set sail.	Pg 14
<b>Sails in Nature</b> STEM Forces Wind Investigation The World Around Us  Inspire creative thinking for writing	What is wind power? What does it do? Where is the wind strongest on our school site? Children carry out a scientific investigation with hypothesis and scientific language.  Consider the activities that use sails. Draw a diagram to show the forces at play based on Newtown's Laws of Motion.	Pg15-19
<b>Weave a Tale</b> Narrative writing Shared writing  Setting, story openings, characterisation, dialogue, creative thinking	Inspired by extracts, model texts, discussion and images, creatively explore all aspects of narrative writing: opening, setting, characters, plot, vivid description and dialogue.	Pg20-22

<b>Design your sailing machine!</b>  Fiction, technical language WAU	Creative thinking, descriptive and technical language, instructional writing around forces.	Pg23-24
<b>The Journey!</b>	Setting description using art to draw our creative thinking and language.	Pg25
<b>Wonderscape</b>  3D art with words	Depict the characters journey using 3D art in a shoe box with words to bring the adventure to life.	Pg27
<b>Orinoco Flow</b>  Music, WAU, non-fiction fact file.	Listen to the song and read the lyrics of Orinoco Flow.  Where would the children sail to on our planet? Create a fact-file with words and images to create a class book.	Pg28
<b>Art ideas</b>	Explore a variety of art ideas using multi-media (paint, collage) for the children to express their ideas and thoughts.	Pg29-31

## Hitch the Sails! What does it mean?

Other words for 'hitch'.

- **problem** *What's the problem here?*
- **difficulty** *The company is having some financial difficulties at the moment.*
- **trouble** *We've had a lot of trouble with the new computer system.*
- **hitch** *The ceremony went without a hitch.*
- **glitch** *We've had a few technical glitches, but I'm confident we'll be ready on time.*
- **hurdle** *Getting a work permit is only the first hurdle.*

It could also mean travelling e.g. hitch a ride

Most importantly, in this context, hitch also means 'to fasten'

So, what might 'Hitch the Sails!' mean? *A hitch is a knot used to tie a rope to a fixed object.* Hitch is a type of knot or fasten so it means, **fasten the sails – prepare to go, wherever your creativity may lead you to ride the wind of creativity.**

Read the extract from Her Grace's words. Catch the roaming wind of our creativity, Our potential, Go with the flow, ready for adventure, enter the unknown. Put ideas on the working wall around the title. What do these things mean?

\*To be discussed in the residential

## Crack the words open...

**Session 1:** (Two large pieces of sugar paper for the working wall)

*Adventure is...*

*The unknown is...*

A
D
V
E
N
T
U
R
E

U
N
K
N
O
W
N

*As a class, discuss and think of words beginning with these letters that are associated with adventure and the unknown, how do they feel? How might they move? What colour might they be?*

*Place other words that come up in a section on the page also – every word and idea has its place.*

**Session 2:** (strips of paper/ markers)

### Adventure | Unknown

Model with the class. From the ideas gathered last session, put words together onto large strips. Can any be stretched further? What words sound good together? Why might that be?

Arrange the strips into a poem in a large circle with one child, or pair, as the voice for one strip.

Editing/ Reflection: How does the poem sound?

- Have any words been repeated? What could we change one to?
- What words sound well together? Why?
- Was one line too short or too long?

Rearrange accordingly and practice to perform. What volume or voice or speed would work well with this bit? Video on the iPad for the children to watch.

**Session 3&4:** (sugar paper/ markers/ strips of paper)

*In small groups and a nurture group guided by the teacher...*

Collect ideas in word banks on large pieces of sugar paper. Play with the words and arrange ideas onto strips of paper. Arrange these into a poem of both dark and light, excitement and fear. Risk.

## Words around wind: Creating discussion around meaning

As a class, study and perform the poem, 'How many sailors to sail a ship', by Carol Ann Duffy. What words do they like? Why? What ideas are clever? Why? What words are they unsure of?

Perform with actions to the verses. Can the pupils make their own up to reflect the class.

### How many sailors to sail a ship?

*Luff! Clew! Tack! Leech!  
Off to sea! No more beach!*

Carol Ann Duffy

One with a broken heart  
to weep sad buckets.

Two with four blue eyes  
to mirror the sea.

One with a salty tongue  
to swear at a pirate.

Two with four green eyes  
to mirror the sea.

One with a wooden leg  
to dance on a gangplank.

Two with four grey eyes  
to mirror the sea.

*Luff! Leech! Clew! Tack!  
Off to sea! Won't be back!*

One with an arrowed heart  
tattooed on a bicep.

Two with four blue eyes  
to mirror the sky.

One with a baby's caul  
to keep from a-drowning.

Two with four grey eyes  
to mirror the sky.

One with a flask of rum  
to gargle at midnight.

Two with four black eyes  
to mirror the sky.

One with an albatross  
to put in a poem.

Two with four blue eyes  
to mirror the sea.

One with a secret map  
to stitch in a lining.

Two with four grey eyes  
to mirror the sea.

One with a violin  
to scrape at a dolphin.

Two with four green eyes  
to mirror the sea.

*Luff! Leech! Tack! Clew!  
Off to sea! Yo ho! Adieu!*

One with a telescope  
to clock the horizon.

Two with four blue eyes  
to mirror the sky.

One with a yard of rope  
to lasso a tempest.

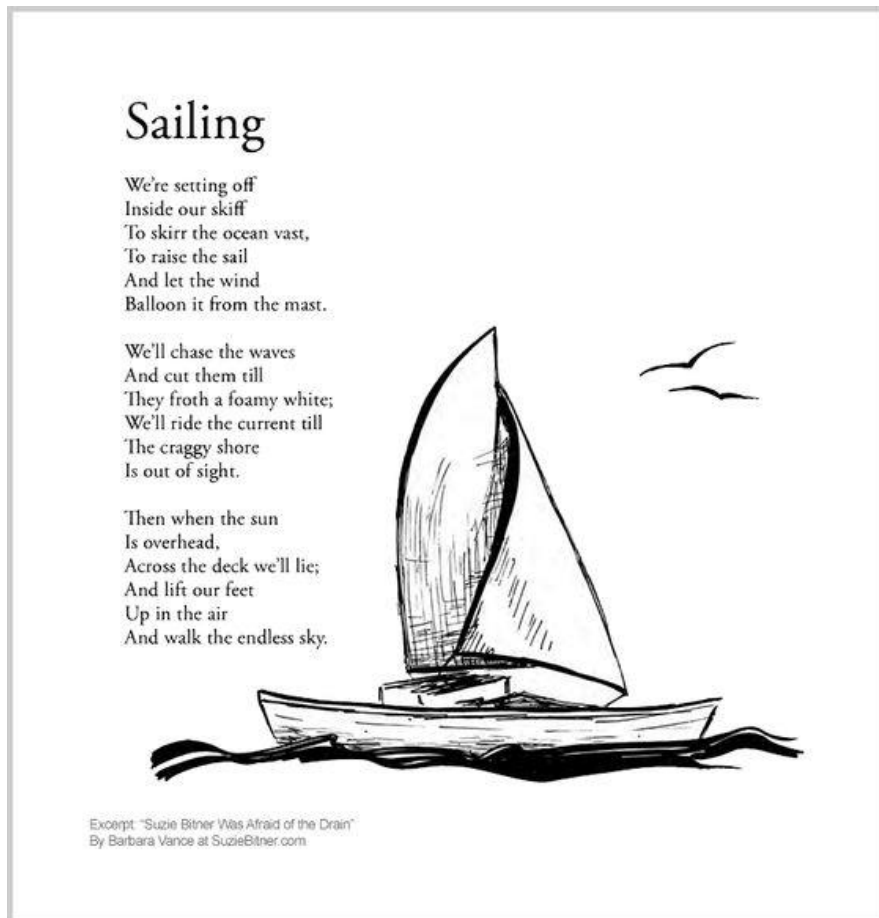
Two with four grey eyes  
to mirror the sky.

One with a heavy heart  
to sink for an anchor.

Two with four black eyes  
to mirror the sky.

Leech! Clew! Tack! Luff!  
Off to sea! We've had enough!

Carol Ann Duffy



What do the pupils like about this poem? What words or ideas might they steal to use in their writing?

**Now, over to us! Explore...**

[Synonyms for wind or air:](#)

Breeze, gust, hurricane, waft, zephyr, puff, whirlwind, cyclone, gale, tempest, draught, tornado, vortex

*Can you think of anymore?*

Order softest to lightest. Add a verb. Expand.

Verbs: Tiptoes, dances, lifts, destroys, thunders, clashes, flows, ripples, whispers, whisks, flutters, storms, flaps, twists, sweeps, shouts, stomps, blasts, lasso, rotates, chases, destroys

*Which of these nouns make sounds and are onomatopoeic?*

*Could you match unexpected words together to play around? What poetic tools can you use to make the words sound good? (alliteration, personification, simile)*

### The Voice of Wind: Speech punctuation game

Play around with matching wind words and verbs together. What might that type of wind say? How? Use speech bubble templates.

Idea: The tornado whispers



This is an opportunity to practise speech punctuation in a creative way.

**e.g. The tornado whispers, "Hide for cover! Baton the hatches. I am on my way to torment you!"**

**The spring breeze shouts softly to animals slumbering in hibernation, "Wake up! Rise and shine! It is time to stretch in my golden glow."**

Once created, this could create a powerful whole class poem with differing levels of voice and volume for effect.

How would this change in a story?

**The spring breeze shouts softly to animals slumbering in hibernation, "Wake up! Rise and shine! It is time to stretch in my golden glow."**

Becomes... **"Wake up! Rise and shine! It is time to stretch in my golden glow," the spring breeze shouted softly to animals slumbering in hibernation.**

**The tornado whispers, "Hide for cover! Baton the hatches. I am on my way to torment you!"**

Becomes... **"Hide for cover! Baton the hatches. I am on my way to torment you!" the tornado whispered, tightening its shadowy tail.**



## The Storm

*The heart of a hurricane*

*The sound of a drum*

*The heart of a flame*

*The shine of aluminum*

*The laugh of a witch*

*The waves of darkness*

*The gloom of a ditch*

*The sharpness of a knife*

*The pain of a bite*

*The spark of white*

*The fight for life. □*

## The Heart of A...

Now, time to write from the perspective of 'Wind' as a character...

Windstorm, Hurricane, Breeze/ Zephyr, draught,

In teams, brainstorm words for...

Wind choice: e.g. Zephyr	Ideas
The heart of a	enchantment
The sound of a	gentle whisper
The (colour)	translucent shimmer
The (movement)	tiptoe float
The feel	safe soft serene heaven
The <i>fight</i> for (You may need to think of a more appropriate word than 'fight')	The protection of wings The embrace of spring

Ask the pupils to take their ideas and put them into strips.

Move them around to edit their work. Could any ideas/ words be improved?

e.g.

### ***The Zephyr***

The heart of enchantment

The serenity of heaven

The sound of gentle whispers

The embrace of Spring

The translucent glimmer

Like the protection of angels

The tiptoe of softness

**From the above exploration, pupils should then be ready to play with ideas:**

## My Creativity

*My creativity is a tornado that banishes doubt*

*My creativity is a soft breeze that swirls kaleidoscopic patterns in my mind*

*My creativity is a whirlwind in my pencil*

*My creativity crashes onto paper – soft, then loud*

*My creativity sings to the sky, where silvery dreams fly*

Show the above model. How is it built? Create a whole class performance poetry piece likening wind to creativity – vary level of voice to match the sounds. Will you start with soft ideas and end loud or will the poem crescendo from soft to loud to soft again?

Equally, depending on your class, pupils might do this in small groups, some individually if they wish. For those who struggle, class teacher use the model to change some words to change the meaning of each line. This will give confidence to these children and in the end, they will create some lines themselves.

### **Music and movement:**

Perform this piece of poetry with music in the background or instruments e.g. drums or chimes. Can the children put a movement to their part?

Next, children freely write their own poetry piece about their creativity.

## Stillness



The power of still. How do sails of a boat move in stillness? Liken this to our still and content mind.

### On this wondrous sea

Emily Dickinson

On this wondrous sea  
Sailing silently,  
Ho! Pilot, ho!  
Knowest thou the shore  
Where no breakers roar—  
Where the storm is o'er?

In the peaceful west  
Many the sails at rest—  
The anchors fast—  
Thither I pilot thee—  
Land Ho! Eternity!  
Ashore at last!

I am a still sail on a mirror, I am a...

Brainstorm metaphors for a still lake/ sea

e.g. A mirror

Fragile glass

Brink of imagination

## Prepare to go

Your potential. The pencil before it writes. The sails before they catch the wind.

What words can you think of that relate to potential?

Budding, inner power, hiding, imagine, achieve, succeed, ignite, stirring, awaken, nurture, focus, drive, possibilities, fulfilment, boundless, limitless



Draw the potential that comes from you.

Take a black and white photograph of each child similar to the position above. Ask the to draw their potential flooding from them based on the areas they have potential/ interests/ dreams with lots of colour. This could be created on the computer or hand drawn in vibrant colours.

## My sails are made of...

What are your sails of creativity made from?

Listen to this music and allow yourself to get washed away but it.

What do you imagine? What shapes, movements and colours do you see?

What do sails do?

Gather words that catch the wind:

Catch the wind, harness, lead, steer, explore, quest, rest,

Fabric (describe creativity)	Doing	Expand the idea
My white sails	leads me in different directions	They let me get explore new paths.
My light sails	free flow	Without care or worries. They just be.
My blue sails	adventure in	Wild waters that break, rise and fall.
My stormy sails	rip, thrash and clash	They let lightning strike and winds, roar.
My stary night sails	get lost in constellations	Of mythical beasts and legends of kings.
My silent sails	rest	bobbing me to golden peace, where people and places await.

## Wish Boats



[How to Make a Paper Boat | Origami Boat Tutorial](#)

[\(onelittleproject.com\)](http://onelittleproject.com)

Pupils write their finished poetry on a piece of paper, decorated in colour and pattern for display or to race on water. \*STEM investigation



[White Scalloped Edge Bunting 5m | Hobbycraft](#)

Pupils could write their favourite sentence on paper or fabric bunting/ flags to display in the classroom.

### Imagination station:



### Dreams... where do your dreams sail?

Discuss and brainstorm as a class and in groups. Draw a picture of where dreams sail and add words to create a whole class poem.

## Sails in Nature: To inspire narrative writing

### Science

Forces: sailing/ flight

Test sails – sizes etc





Invent your own sail machine, inspired by nature.

## Energy:

### What is energy?

- Energy is the ability of a person or a thing to do some kind of work.
- Energy can be changed to other forms of energy.
- Energy cannot be created or destroyed.

Ask children to give real world examples of this on post-its underneath the statements.

Explore the different types of energy within our world:



Make a list of the suggestions. Next, ask the children to have a think about how they could categorise these types of energy, such as 'light energy', 'sound energy', 'movement energy' or 'heat energy'. Categorise as sustainable/ unsustainable.

*What category of energy is wind in?*

*What examples of wind energy do we know of?*

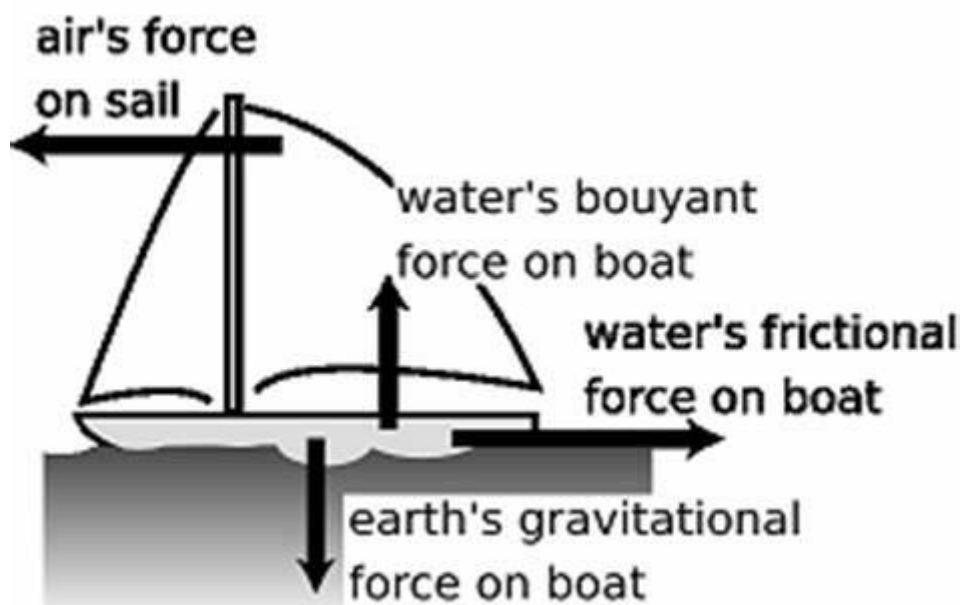
A windmill uses wind power for jobs such as grinding corn or pumping water; a wind turbine uses wind power to generate electricity; and a wind farm is a collection of wind turbines.

*Can you think of any nearby? Why are they placed where they are?*

*Why do you think the wind turbines are the shape that they are? Would a sail work to generate energy?*

*What examples are there of things that use sails to move? e.g. kite buggy, windsurfing, kite surfing.*





Why does the kite or sail make surfing or buggying more powerful?

- Label the forces at work: friction, force of water/wave pushing up/forward, force of air on sail, gravity.
- Using scientific language, can children explain how they move?

e.g. A kite surfer uses both the forces of water from the wave on the board and forces of the wind on the kite to move. The water forces the board in the direction of the wave, the kite pulls the surfer in the direction of the wind and upwards, allowing the surfer to rise into the air from the wave.

**Investigate:** How can we measure the speed of wind?

Set up an experiment to measure the speed of the wind, and its direction, at different locations on the school grounds throughout a week. Next, get the children to carry out a weather survey. Get the children to record the wind speed and direction. Analyse the results and create graphs with the results. For each of the agreed positions, work out the average wind speed and direction.

**Engineer:** Make sailed boats with different sized sails. Investigate the distance they travel in comparison to sail width/ height in the windiest part of the school.

Make a sail boat link: [Bing Videos](#)



Easier way of making the waterproof boat without the glue gun.

**Forces:**

Newton's Laws of Motion are **three basic laws that describe the relationship between the motion of an object and the forces acting on it.** The laws are as follows:

- 1st Law: An object at rest will stay at rest, and an object in motion will stay in motion at constant velocity, unless acted upon by an unbalanced force.
- 2nd Law: Force equals mass times acceleration.
- 3rd Law: For every action there is an equal and opposite reaction.

We will consider Newtown's 1<sup>st</sup> and 3<sup>rd</sup> Laws of Motion

Make an hypothesis on motion of the sailed vehicle:

*No wind = no movement*

*Soft wind = little/less distance*

*Strong wind = further/more distance*

- What material would work best? Why
- What size of sail would work best? Why

**What we will measure:**

**What things we need to keep the same for a fair test:**

**What will help the boat stay in the one direction?**

Hypothesis examples:

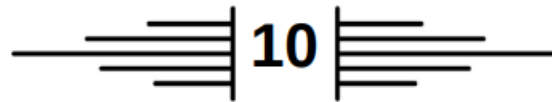
*The boat with a larger sail will travel a further distance than a boat with a smaller sail as a larger sail has a larger surface area for catching wind.*

*The boat with a sail made out of a plastic bag will travel further than a boat with a sail made out of paper/ cotton, as it will catch the wind better as it is lighter.*

## Weave A Tale: Narrative Writing

Adventure awaits...

Read this extract from *Wonderscape* by Jennifer Bell, Chapter 10



They surged forwards, the G-force driving Arthur’s shoulders back into his chair. The choking stench of chemicals cloyed at his throat as air from outside filled the car.

Ren clenched her jaw, clinging to the underside of her seat. “Everyone, hold on!”

Ahead, amethyst-purple exhaust fumes clouded the track as a saloon car with glowing wheels blasted through the grid. A red-camo motorbike swerved into the mist, its sub-zero engine leaving behind a trail of ice as it overtook a pair of monster trucks. The flaming feathers of the Falcon’s Fury car blazed in the distance, approaching the first corner just behind the White Tiger.

Within seconds, the rest of the field had disappeared around the first bend and the Pipsqueaks were speeding along on their own.

“Get ready!” Arthur cried as they made a sharp turn off the road, heading into the trees. A dozen race marshals gave chase, their chest beams piercing the dark undergrowth like helicopter searchlights. The Pipsqueaks’ car bumped and jerked over the rough terrain, making for a bruising ride. As the perimeter of the canyon appeared, so did the void beyond. Arthur spread his hands against the panel in front of him. “This is it!”

Everyone screamed as they sped up. The nose of the car lurched over the cliff edge and with a jolt they launched into the air.

Even though Arthur had been anticipating the fall, nothing could have prepared him for how it actually felt. His stomach jerked into his mouth; his helmet thumped against the roof of the car and as his bottom left his seat, his seat belt dug into his collarbone to pull him back into it.

Cecily shrieked.

- Read it again, as children doodle what they picture in their mind.
- Discuss the text: What words or phrases painted a picture in your head? What was your favourite part? What words are they unsure of? E.g. G-force, terrain. What phrases show the passing of time?
- On large pieces of paper or large strips of paper, gather the language that had an effect on the reader (the class) from the discussion.
- What do the pupils think happens next? What do they wonder?

Brainstorm the images below: Sights? Sounds? What is the boat doing? What is it called? What is the character doing? Where is he going? What happened before this? What happens after?

Using the ideas gathered from the last two sessions, children improve the descriptive language on their labelled sailing machine designs.





Write together as a class based on the images as a prompt. Take both of these pictures and share write the opening as a class, together.

e.g.

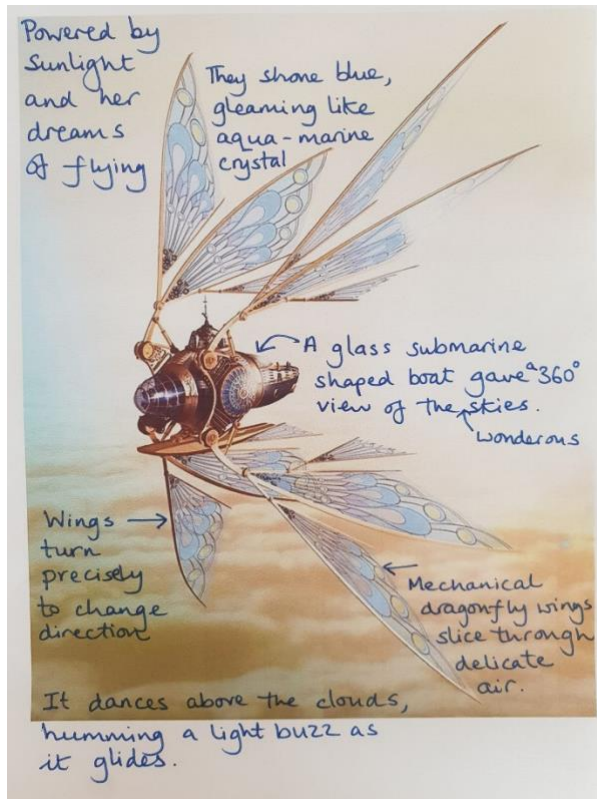
*The Explorer X sat anchored in the sky, silently between ink blotted clouds. Distant thunder rumbled in the darkness behind them. Eagles flapped their flickering wings, powerful but soft as if they were blurred pages of long-lost myths. They too were in flight. With her sails ballooned, she was ready to catch the last of the whispering tide before the dark menace caught up with her. "Let's go!" shouted Nine as she climbed up the main mast, "Captain, the storm is approaching."*

*"Aye, aye, sky-sailor. Tell everyone to prepare for Speed Motion!"*

*They were ready to blast through the sky, towards the golden glow of freedom.*

## Design your sailing machine!

Inspired by the images and the previous 'Science in Nature' focus, pupils design their sailing machines for land, sea or sky, and label how it works and what it is made from. \*Think about Different sails too e.g. umbrellas, sails, butterflies, stars, dreams, wishes.



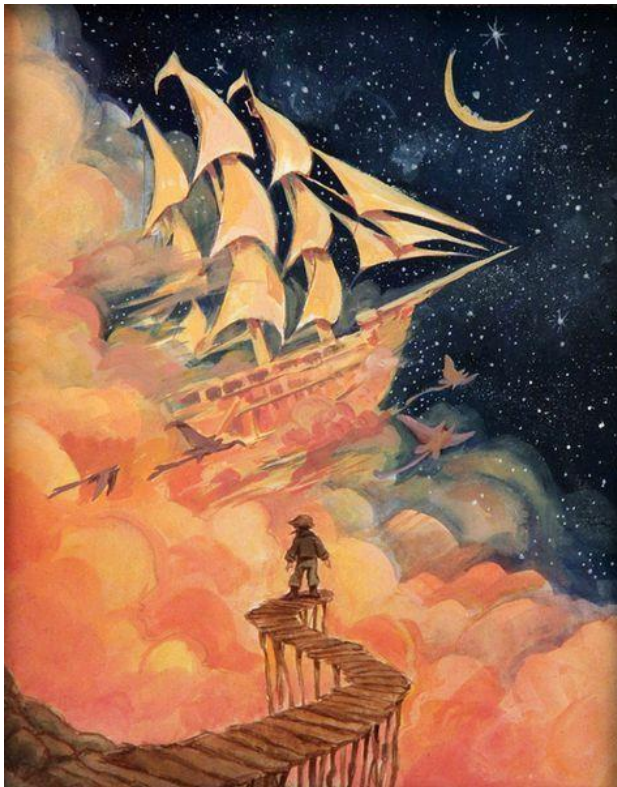
©Michelle Young, Soar

- Design and label with descriptive language.
- Write instructions as to how it works.
- Where does your sail machine go? Why?

Then,

- **Who is your main character? Draw him/ her. What is his mission?**





Once designed, pupils write the opening to their story using the shared written model as an example. Keep all of the word banks and ideas in view so the pupils can use them in their own writing.

## The Journey



**They had set sail. Where do they go? Past/ Future/ Present?**

What do they fly over, through or beside? Factor in dangers too.

Use the book of *Ocean Meets the Sky* by The Fan Brothers to inspire creative ideas

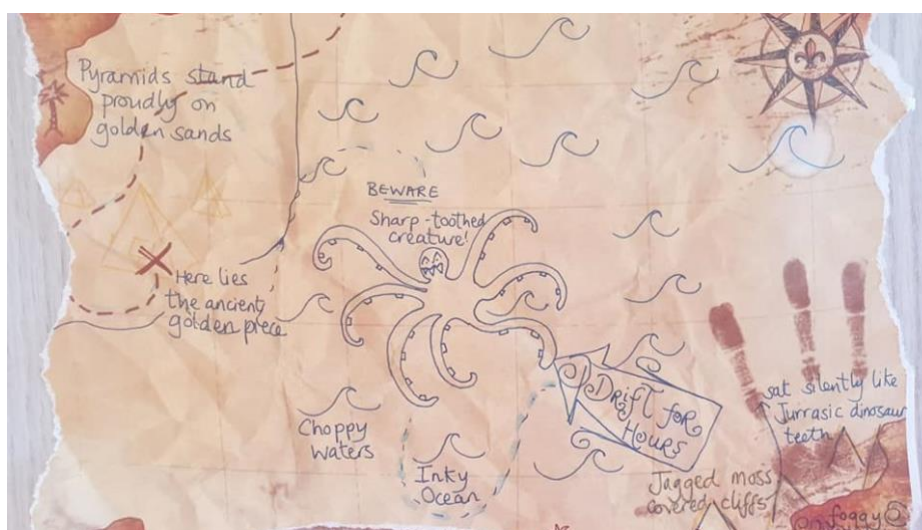
[\(340\) Ocean MEETS Sky Book Read Aloud For KIDS! - YouTube](#)

**Brainstorm first as a class in rotation:** From sea or sky – pupils' choice:

- Sights below: sea/ creatures/ pyramids/ sand beasts/
- Things beside them: birds (name them)/ dragons/ sea creatures
- Dangers: Sea monsters/ Volcanoes/ Tornadoes

Extend ideas into descriptive sentences e.g. *the Kraken's arms writhed in the inky black water below them*, to gather lots of descriptive language.

Children design the map of the journey with drawings of the children's chosen creatures and descriptive sentences beside them.



©Michelle Young, Soar

Use one child's map as an example to create a shared writing paragraph, e.g.

*With giant butterfly flutters and a puff of hot air, they were off. Below them sat the foggy hills of Avondale. The humid and peaceful atmosphere calmed their excited hearts. The sun glistened in the sky with grace as the jagged moss-covered cliffs sat silently, like Jurassic dinosaur teeth. Rouge peeped downwards into the inky ocean as her heavy eyes fell asleep.*

***They had been drifting for many hours** in the clear skies when **suddenly**, crawling out from the depths of the ocean below leapt a hideous, sharp toothed creature. His luminous green eyes were framed by vicious, spiky seaweed eyebrows. Submerged by the still, deep and black ocean, his green suckers and inky black tentacles were ready to lash out. Terrified by its ferocity, the master immediately instructed the butterfly to fly higher and faster. She obeyed but just as she began to rise, the Kraken let out an earth-shattering scream showing needles upon needles of grey fanged teeth. Clouds of black ink shot from its writhing tentacles. Quickly, the majestic butterfly took one large swoop of her wings and they soared high, towards the clouds. For now, they managed to escape the beast's dangerous ink. **The sooner they got to their destination, the better.***

Extract from Soar by Michelle Young

## Let your creativity run wild: The Beast!

Design the beast. Create a descriptive paragraph or poem about it.

**Task:** After shared writing, designing and language exploration, children now write the journey part of their story.

**Extension WAU activities** could include writing a journey description based on the Titanic ship, beginning with mapping the journey on a map of the world. Or link it to a journey taken during the famine with migration from Ireland to America.

### **Non-fiction opportunities:**

Write a diary entry of the journey or a letter from the passenger to a loved one.

Debate: Should they have gone? Should they have stayed?

## Wonderscape



Shoe box of character on sailing adventure with words of the adventure in the background

## Music

### Orinoco Flow, Enya

Let me sail, let me sail  
 Let the Orinoco flow  
 Let me reach, let me beach  
 On the shores of Tripoli  
 Let me sail, let me sail  
 Let me crash upon your shore  
 Let me reach, let me beach  
 Far beyond the Yellow Sea  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 From Bissau to Palau  
 In the shade of Avalon  
 From Fiji to Tiree  
 And the Isles of Ebony  
 From Peru to Cebu  
 Hear the power of Babylon  
 From Bali to Cali  
 Far beneath the Coral Sea  
 Turn it up, turn it up, turn it up, up, adieu  
 Ooh  
 Turn it up, turn it up, turn it up, up, adieu  
 Ooh  
 Turn it up, turn it up, turn it up, up, adieu  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 From the North to the South  
 Ebudæ onto Khartoum  
 From the deep sea of clouds  
 To the island of The Moon  
 Carry me on the waves  
 To the land I've never been  
 Carry me on the waves  
 To the lands I've never seen

We can sail, we can sail  
 With the Orinoco flow  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 We can steer, we can near  
 With Rob Dickins at the wheel  
 We can sigh, say goodbye  
 Ross and his dependencies  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 We can reach, we can beach  
 On the shores of Tripoli  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 From Bali to Cali  
 Far beneath the Coral Sea  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 From Bissau to Palau  
 In the shade of Avalon  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 We can reach, we can beach  
 Far beyond the Yellow Sea  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 From Peru to Cebu  
 Hear the power of Babylon  
 We can sail, we can sail  
 (Sail away, sail away, sail away)  
 We can sail, we can sail  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away  
 Sail away, sail away, sail away

Songwriters: Roma Ryan, Eithne Ni Bhraonain, Nicky Ryan.

## Orinoco Flow: A Mighty River

The Orinoco is a **fascinating and diverse** river that offers many opportunities for **adventure, discovery, and enjoyment**. It is a mighty waterway that spans two **South American countries** and drains into the **Atlantic Ocean**.

The river has a **rich biodiversity** and supports many **indigenous communities**, as well as **wildlife** such as dolphins, crocodiles, and anacondas.

The river also has a cultural and historical significance, as it was explored by **Spanish conquistadors, missionaries, and naturalists**, and inspired **legends and literature**.

The name Orinoco has been used for various other things, such as a fictional character in *The Wombles*, a type of granite, and a specialty coffee company.

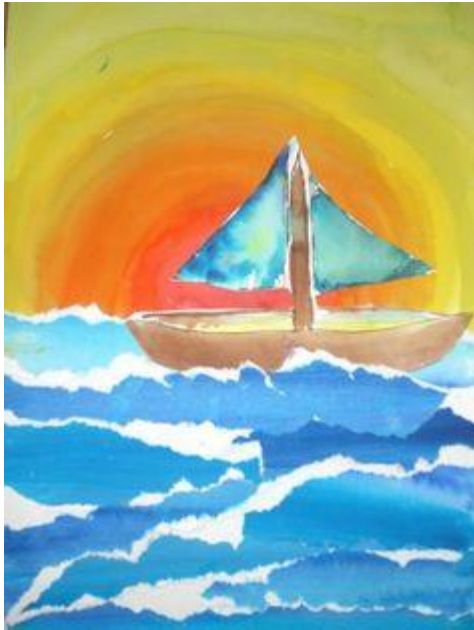
**Task:** Where would you sail away to? Create a fact-file based on that location including information from the example above.

## Art ideas...

Van Gogh liked to draw wind and air as swirls in the sky. Children capture the movement of air and wind, inspired by their writing/ poetry







Design 3D models of their flying machines and race them for a scientific investigation.

**Teachers' Residential:**

Teachers bring an extract of narrative illustrating a sailing boat or machine in action.