



### ***The Clockwork Sparrow* (The Sinclair's Mysteries) Scheme of Work – 2 weeks**

#### Notes:

*The Clockwork Sparrow* from The Sinclair's Mysteries series is divided into five parts. This scheme of work covers the first two parts (Chapters 1-10.) To get through the novel at this pace will require reading with the class everyday and setting reading for homework. Alternatively, you can slow down the pace and spread these lessons out over three or four weeks.

All the sheets, resources and worksheets referred to in these plans are available to download along with discussion questions to be used in Guided Reading sessions. Any additional resources required are written in red.

#### **Week 1 Lesson 1**

##### **LO: To understand the historical context of *The Clockwork Sparrow***

Read the first chapter to the class and ask the pupils when do they think this book is set? Is it set in modern day London? How do they know? Ask them to find all the clues in the first chapter (and any they can spot from the cover illustration) that indicate this is a book set in the past e.g. "clerks wearing bowler hats" and "an elderly lady wearing a pince-nez." Pupils to record any clues that it's set in the past on the sheet (Week 1 Lesson 1.) Make sure you explain any new vocabulary e.g. omnibus, pince-nez.

Explain that *The Clockwork Sparrow* is set in the Edwardian era (1901 – 1910.) Show them [this video](#) of Edwardian London and ask them to compare it with Britain today. Is anything the same? What's different? Think about clothes, transport, buildings etc... Model completing the compare and contrast sheet (Week 1 Lesson 1 Sheet 2) and ask pupils to compare modern day Britain with Edwardian Britain.

#### Plenary:

Ask pupils to swap their compare and contrast worksheet with their partner and see if their partner spotted anything they missed.

#### **Week 1 Lesson 2**

##### **LO: To create an advert**

Read Chapter 2 as a class – checking for understanding as you go. On pages 15 and 16 is the article announcing that Sinclair's new store will be opening in the coming week. Explain that over the next couple of days we're going to be designing our own adverts for the opening of Sinclair's. Give out the page of historical adverts (Week 1 Lesson 2) and ask the pupils to discuss the questions at the bottom of the sheet with their partner.

MODEL: Print the template (Week 1 Lesson 2 Sheet 2) and model filling in a headline. What is the purpose of the headline of an advert? How can we make it eye-catching and memorable? We could use alliteration. Ask the class to think of alliteration to describe Sinclair's e.g. "Sinclair's Super Store!" or "Sinclair's Swanky Store." What can we do to persuade the reader to visit the store? Discuss persuasive devices: hyperbole "You'd be mad to miss it!" rhetorical questions, "Are you looking for a luxurious and unique shopping experience?" and using exclusive offers, "Take

this voucher to receive a free shopping bag on your first visit to Sinclair's!" Pupils start work on their adverts.

Plenary:

Invite pupils to come and share the work they've done on their advert so far with the rest of the class. Have they used alliteration? What have they done to persuade us to visit the store? What will they need to work on tomorrow?

**Week 1 Lesson 3**

**LO: To create an advert**

Recap yesterday's work. What were the persuasive devices we were going to include in our advertisements? Today is the last day the pupils will have to complete this piece of work. Today they'll also be adding illustrations to their adverts. Will these illustrations be in colour? Newspapers didn't start printing in colour in the United Kingdom until 1986 so these adverts would have been printed in black and white. What sort of illustration would be appropriate for Sinclair's store? What sort of items is he going to be selling? Remind pupils to use the article on pages 15 and 16 of the book to help them find this information.

Give pupils time to complete their advertisements and add appropriate illustrations.

Plenary:

Put the list of features the pupils had been asked to include on the board: illustrations, memorable headline, persuasive language and devices. Ask pupils to check their partner's advert includes all of the features.

**Week 1 Lesson 4**

**LO: To create a Freeze Frame**

Read Chapter 3 as a class – checking for understanding as you go. At the end of the chapter ask:

- What are the main events in this chapter?
- Which characters feature in this chapter?

Explain that today we're going to do some drama. Divide the class into groups of twos/threes or fours and explain that they must choose just one moment from Chapter 3 to turn into a Freeze Frame. For example, if they choose the moment when Sophie helps Lil with her dress one person would take the role of Sophie the other Lil but instead of performing they stand still as if the action has been paused mid-scene.

Give pupils time to choose the moment they want to Freeze Frame and practise their positions before introducing the next challenge: when they are performing their Freeze Frame to the class you might tap one of them on the shoulder and that means they have to speak as that character. Just a sentence or two e.g. Lil might say, "I can't seem to get the silly old bodice done up." Allow pupils time to rehearse their Freeze Frame with the lines ready if they need them.

Plenary:

Call the groups up one-by-one to share their Freeze Frames. Ask the class if they can work out which moment from Chapter 3 the group has captured. Occasionally tap a child on the shoulder to hear the lines they have prepared.

**Week 1 Lesson 5**

**LO: To compare two characters**

Read Chapter 4 as a class – checking for understanding as you go. We've now met the two heroines of the novel: Lilian Rose and Sophie Taylor. Both are bold, kind characters, but in some ways, they are quite different. Ask pupils to skim Chapters 4 and 5 to look for information about Lil and Sophie. What do we know about their backgrounds? Where do they live? What jobs do they do? What are their hopes and dreams for the future?

Model how to complete the comparison grid (Week 1 Lesson 5 Sheet.) Pupils to complete the grid comparing Sophie and Lil and add an illustration of each character.

Plenary: Set homework: To read Chapter 5 in time for next lesson.

### **Week 2 Lesson 1**

**LO: To rewrite an extract of the book in the first person**

At the end of Chapter 5 we are introduced to a new character – the homeless person that Sophie gives her shilling to. We don't know his name or even his age but we know a little about his history. Re-read pages 60-63 as a class – what do they tell us about this new character? What questions do they leave us with? Who is The Baron and who are The Baron's Boys? What sort of things did they do? Explain that this book is written in the third person which means it isn't written from the perspective of the characters. Today we're going to imagine we are this new character and we're going to rewrite the end of Chapter 5 from his perspective. What sort of vocabulary might this character use? Would he have gone to school? Why/why not? Give out the "third person/first person" word bank (Week 2 Lesson 1 sheet) to pupils who require support with independent writing.

SHARED WRITING: As a class rewrite the first paragraph on page 60 in the first person e.g. *"I sat watching from the shadows – I need to move on really but one more night here can't hurt, can it?"*

Plenary:

Choose a child to read their work to the class as if they were this new character – how might he talk? What sort of dialect or accent might he have?

### **Week 2 Lesson 2**

**LO: To use information from the book to create a collage**

**RESOURCES: A LONG SHEET/ROLL OF PAPER, coloured tissue paper, PVA glue**

Read Chapter 6 as a class – checking for understanding as you go. In this chapter, we finally get a detailed description of Sinclair's store in all its glory. Ask the pupils to read through pages 71-74 and highlight/underline any words, phrases or sentences that describe the store e.g. *"coloured parasols dripped down from the ceiling like a waterfall of exotic hothouse flowers"* (pg. 72.) Collate the class' findings and write them up on the board. Explain that today we are going to create a large piece of artwork as a class. Divide the class into groups and give each of them a different area of the store to draw e.g. the confectionary department, the entrance hall, the china department, ladies' fashion etc. To begin with have each group draw their section out in pencil then, when they're happy with it, they can start adding tissue paper with PVA glue to create a collage of Sinclair's.

Plenary:

Ask each table to explain which part of the store they were working on and which phrases/sentences from the book they used to help them when they were creating their picture.

### **Week 2 Lesson 3**

**LO: To identify the features of a newspaper report**

**RESOURCES: Newspaper articles**

Read Chapter 7 as a class – checking for understanding as you go. Recap on the events of the last two chapters. What do we know for sure about the break-in at Sinclair's? Explain that today we are going to be newspaper reporters collecting research and writing an article about the burglary. On the board collect all the facts we have about the burglary: where it happened, what was taken, who is suspected etc.

Next show the pupils the newspapers articles: what are the features of a newspaper article? In pairs pupils discuss the articles and look for the common features e.g. heading, subheading text written in columns, images, captions, quotes etc. Show the class the planning template sheet

(Week 2 Lesson 3 sheet) and model how to complete it. Give pupils time to plan their newspaper article.

Plenary:

Ask the pupils if anyone has included a quote in their planning. Who might the reporter take a quote from? What punctuation do we need to use when we're including a quote in our report?

**Week 2 Lesson 4**

**LO: To write a newspaper report**

Read Chapter 8 as a class – checking for understanding as you go. Give pupils time to add more information to their newspaper report plans to include any new information revealed in this chapter. Explain that in this lesson we are going to write up our newspaper reports. If possible, give pupils the chance to word process their reports but if that's not an option use the template provided (Week 2 Lesson 4 sheet) to help them publish their work by hand. Model how to complete the template and give pupils the rest of the lesson to write up their newspaper reports.

Plenary:

If they haven't already noticed it draw your pupils' attention to the price of the newspaper on the template ½d – do they know what this means? Explain about the pre-decimalised British currency.

**Week 2 Lesson 5**

**LO: To write a summary**

Read Chapter 9 as a class – checking for understanding as you go. We are approaching the end of the second part so now is a good time to stop and recap on the events so far. Ask pupils to verbally recount the story to their partner. Explain that when we are recapping we don't need to include every tiny detail – just the main characters and events. As a class create a list of the key moments and characters so far.

Introduce the challenge: to write a summary of the story so far using exactly 500 words. This means pupils will have to be concise and clear – there is no space for embellishment or waffling in this activity! To give pupils an idea of how long 500 words is show them the stories on this site: <http://www.bbc.co.uk/programmes/articles/3XNFWQ0g2CmzJrzbPmkqlv0/breaking-out>

Pupils to have the rest of the lesson to complete their 500 word summary of the story so far.

Plenary: Set homework – to read Chapter 10 in time for the next lesson.