

LITERACY

Teachers Resource Pack Key Stage 2

Blackhorse Workshop Presents Atomic 50:
Time Travels in Tin created with Abigail Conway

ATOMIC50



WALTHAM FOREST
LONDON BOROUGH
OF CULTURE 2019



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ENGLAND



Background

Welcome to this resource pack for teachers that aims to provide activities inspired by the themes behind the unique project: ATOMIC 50: TIME TRAVELS IN TIN created for the first ever London Borough of Culture 2019.

There are 4 resources in total: History, Science, Art & Design and **Literacy**, each targeted at children aged 7-11, and linking to Key Stage 2 of the curriculum. These guides are intended for use by teachers with pupils attending the production.

The activities in this resource should be undertaken after your visit and explore ideas around narrative and how the story of Atomic 50 was developed and brought to life.

Curriculum Links

This resource relates to the following literacy aspect of the curriculum:

- Plan, draft and write a narrative inspired by the ghost factory (Year 3-6);
- Edit and evaluate own and other's work (Year 5/6)

Warm-Up Activity: Group story telling with 'Character, Prop & Setting' cards



Cut out the cards **Character, Prop & Setting cards** (see page 4) and place in a 'mystery' bag.



Group the class into 3s or 4s. Give each group two characters, 2 props and two setting cards. Challenge them to create a narrative using their selection. After rehearsing, children share their made-up narratives with the whole class.

A story could run along these lines:

Child 1

Once in a land far, far away there lived a rich, handsome **lion** who...

loved to wear his **welly boots**. When he wore his boots, he had a magical power...

Child 2



Alternatively, the cards could be used in a whole class warm-up. If possible, sit children in a story-telling circle.



First child begins the story with a suitable opener (Once in a land, far, far away...) before taking a card from the 'mystery' bag. They weave this character, prop or setting into the start of the story, before passing the bag on to the next person who continues the story using the card they extract.

Characters	Props	Settings
princess	potion	school
prince	map	forest
lion	glove	lake
witch	wand	palace
stepmother	gold coins	castle
dragon	basket	mountains
doctor	diamond necklace	maze
monster	silver slipper	cave
magician	lion's tooth	island
queen	button	volcano
king	letter	jungle
pupil	apron	seaside
ghost	bucket	factory
spider	key	river
footballer	treasure chest	the moon
pupil	tree trunk	classroom
ghost	boat	farm
queen	rope	train carriage

Warm-Up Activity: This is not...

Before session begins, gather a small range of random objects.

For example; fork, empty matchbox, Lego character, pencil, glove...

- ➔ Hide the objects in a mystery bag or container. In front of the whole class, draw one of the objects from the bag.

Explain to the class, in a dramatic manner...

“This is not a spare fork that I found in a drawer. This is a rake for **mystical creatures** who farm the playground in the depths of night-time...”

- ➔ The aim is to talk **effusively** and **imaginatively** about the objects mysterious or magical power.

- ➔ Invite a child at a time to draw a random object from the bag and explain its mystical powers.

Main Lesson Activities

After your visit to the factory, the following sessions are designed to explore creating and developing narrative.

There are five sessions altogether:

1. Planning a Spirit character
2. Creating a ghost factory
- 3/4. Plan and draft narrative stories
5. Publishing narrative stories

Session 1: Planning a Spirit Character

Duration:

Allow one hour

1

Gather with the class responses to your visit to the Atomic 50 Ghost Factory. Remind them that this was a 'fictional' experience and that you are going to be thinking about, discussing and working with creative imaginative ideas and responses.

Who did we meet
yesterday?

Why were they there?

Where were
they from?

2

Children to work in pairs or small groups to gather in a 'mindmap' what they remember about the Spirits they met at the workshop. Recording ideas on A3 paper, writing with coloured felt tip pens. Allow 10 minutes before sharing recollections.

3

Explain that children will be creating their own Spirit characters.

What will be their special skill?

What will they make?

How will they look?

What name will you give them?

4

Allow each child time to sketch, label and annotate a plan of a new Spirit character, gathering ideas for names and special skills at intervals to prompt creative thoughts and ideas. Working on A3 paper, using whatever suitable materials you have available.



Groups

Children could circulate and view others' ideas. Encourage pupils to 'magpie' one or two attributes or ideas to add to their own character plan.

Session 2: Creating a Ghost Factory

Duration:

Allow one hour

During your recent visit, you will have explored the Ghost Factory workshop whose rooms were “practical, creative and not of this earth”.

Which rooms do you remember visiting?

What was special about them?

What was unusual?



Factories that existed in Waltham Forest many years ago inspired the Atomic 50 workshop. Initially, they created toys for local children. When war broke out, they made parts for planes, vehicles and other wartime items. Later, the factories were making everyday items, such as car parts or food packaging. The factories were part of the community, making things needed by the community.



You are going to create a magical factory that has a ‘Love for Making’. The articles it produces will assist people in our community and improve our surroundings, to the benefit of everyone. **What would your magical factory make?**



Discuss in pairs and then feedback.
Scribe initial ideas.



Provide children with a **factory plan** (see pages 11–13). Children to plan rooms for their own factory. Depending on age group and abilities, allow children to plan for 2–6 rooms.

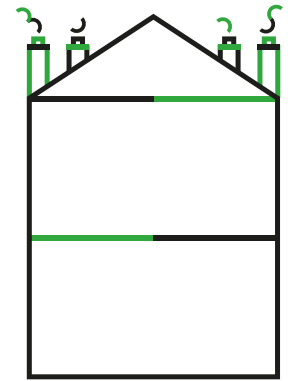


Their plan could include:

- **What is made and how it helps people**
- **Descriptive note about the room** – light, smelling, items contained, how it is accessed...



Children could use technical vocabulary they learned at their workshop in their factory descriptions. Metalworking vocabulary to research and use...



align	fabricate	pierce
assemble	flange	plunge
biscuit	flute	rebate
bolt	forge	reinforce
carve	hammer	rivet
clamp	hollow	shear
crimp	joint	solder
design	kerf	stamp
dowel	mould	veneer
drill	nail	weld



Groups

Children to share their factory plan with others. They could swap work with someone who is not their neighbour, or explain their notes using a visualiser.

Session 3/4: Plan and draft narrative stories

Duration:

Allow one and a half to two hours over both sessions



Children allowed time to plan and draft fictional stories, utilising elements of previous two sessions.



Where possible, children could plan and rehearse their stories in pairs, using one or both of their Spirit characters from Session 1.

- Which rooms from the Ghost Factory will be used in your story?



Allow time for children to retell their stories to another group or the whole class.



Alternatively, children could plan their story in the form of a story map, illustrating elements of the story scenes, and labelling and annotating.

Possible themes for story writing:

- The tin time machine
- The discovery of a mystery tin box
- The origins of an ancient tin box with magical powers

Session 5: Publishing narrative stories

Duration:

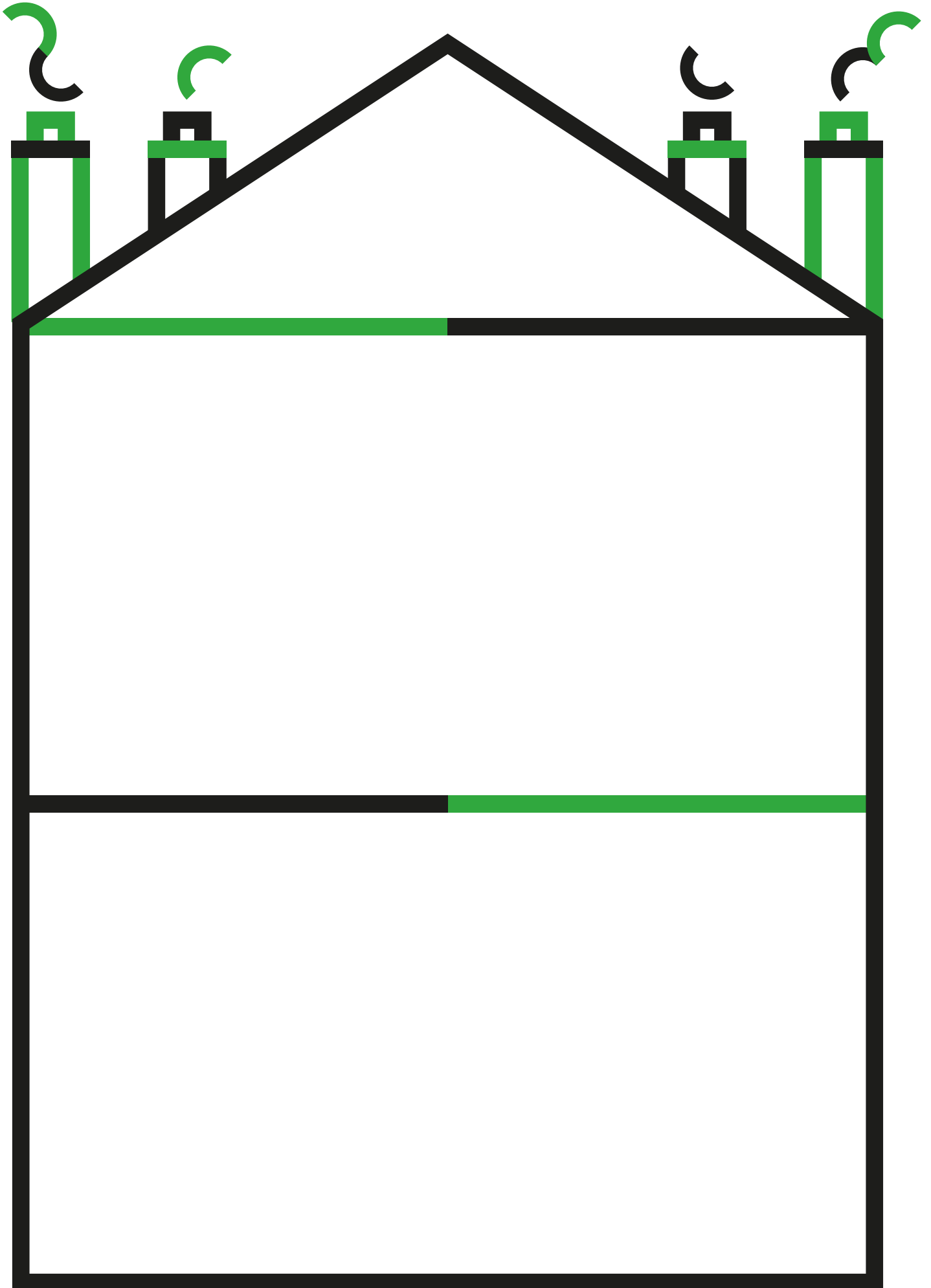
Allow two to three hours

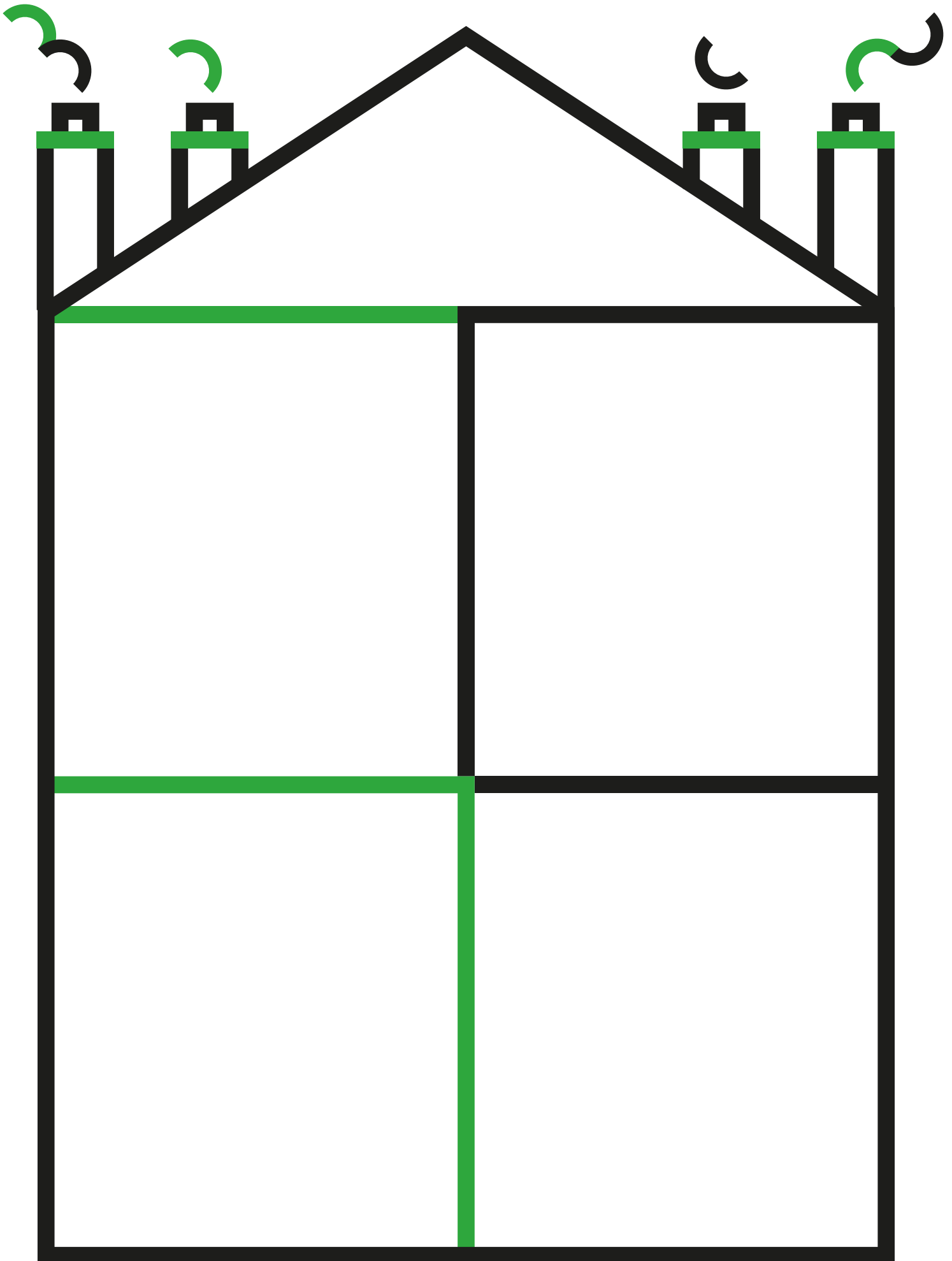


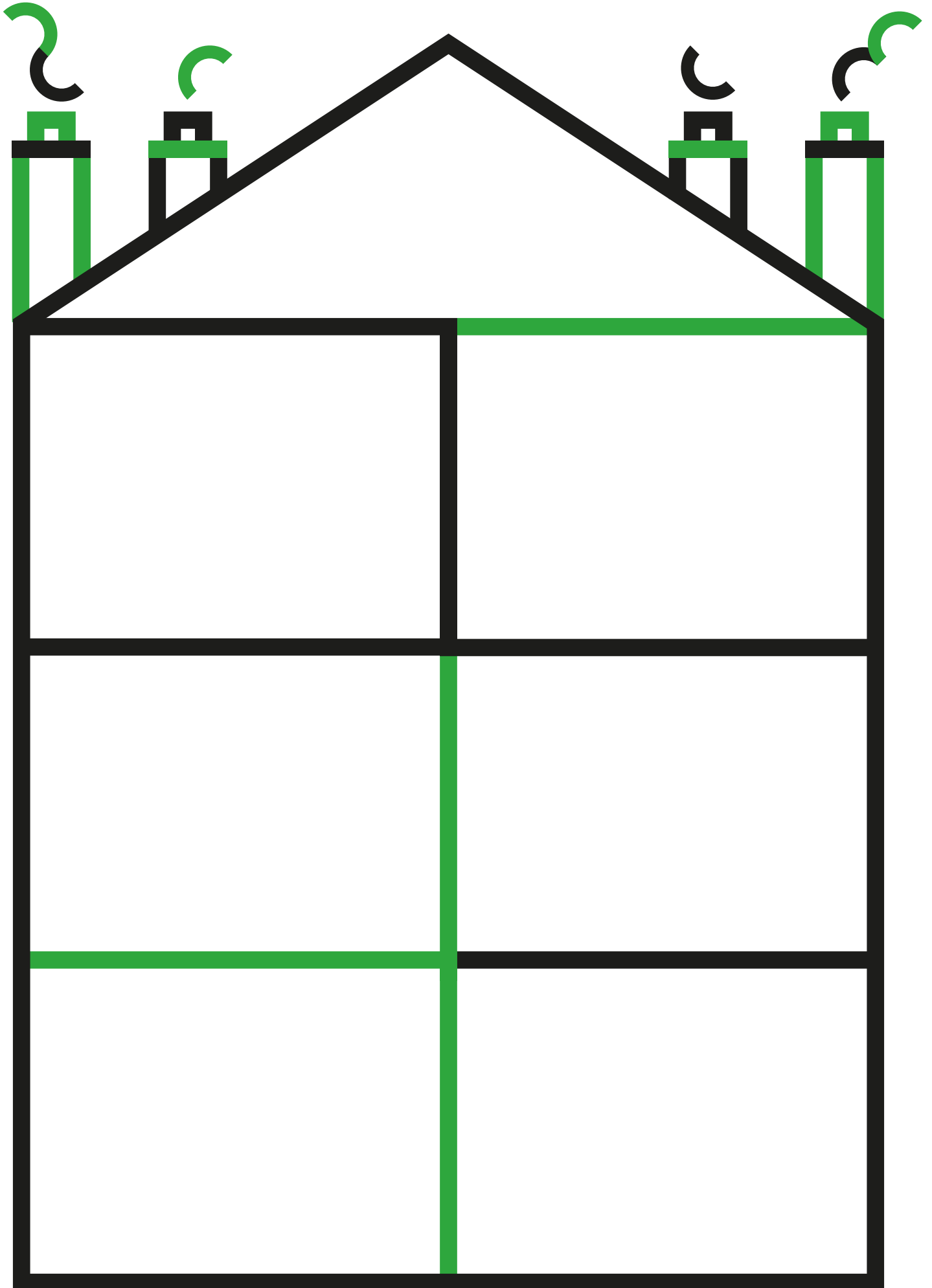
Allow time to edit and improve work. Children could work with their partners to take turns to spot and improve work as appropriate.



Why not publish in a mini-book, allowing space for illustrations? Children could focus on using mainly monochrome illustrations (graphite pencils, charcoal) but with carefully selected colour highlights for key props or elements in the story. See Anthony Browne's *Into the Forest* as an example of this style.







Thinking Challenges

Cut up the Thinking Challenge cards to use as whole class discussion starters, or independent activities.

Describe the world without metal.

What if all knives were made out of chocolate?

How would you **improve** the tin can?

You need to **create a new product** combining a tin can and woolly glove. What could you make?

List words from **A to Z** that relate to metal.

Suggest three ways to cook without metal trays or pans.

List ten **different uses** for a tin can.

The answer is tin foil.
What is the question?

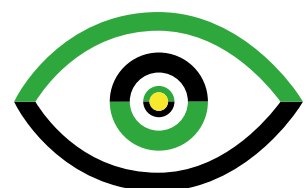
How could you cross a river with a tin can, a ball and a rope?

What will cars be made of **in 100 years time?**

Who lives here and **why?**



What is this eye looking at and what will happen next?



Metalworking Vocabulary Word Search

K G U P E K O T G C D R P B E E V Z S E S R U E O
 O J P C N X D D C T E P M C Y P C T N P U W V R I
 J W R Y U L U L R M L S R D B A Y U L P L R M L S
 W S K C U V V L M M X E J S M H D H M U E I I Q T
 C H Y O R W Z A Q R I Z R D A Y F A M R C G N M W
 D H M C B I H V U P E A E E C T L I G B W G Q I K
 O M J K B E M U L Y E L B S M C O L F H I N L U O
 E T K E V E L P E H E B I I N M W V V L M O L C S
 T W I R P E D L S E M J S G B Z E G A S A X T R T
 Q F N F W G M L P E L B C N R P H L K F F N A I A
 B Y H O L L O W Z B T Q U I T R M Q H D O E G V M
 P V D V C N G Y Y Q H V I V E E Z U H H D R U E P
 L L R S A J T N N O B R T T U K W I V G F I G T C
 B X U K F N Z Y L K J L A S S E M B L E L H K E P
 W B Q N I K Q X W O O C M D K F U Q J J L G L V V
 U K S O G R I L O B I S D R N D P B H Z L R V E O
 J H J Z A E Q J D R R G R A C A R V E A W U Z N I
 V F A S E B V B B V E N E E R G A I W P D F K C R
 P S O B A A E A L R H I B W E L D K L R R I N V R
 T X O Z K T F M V P R I N Y J E O Q J L O H X S E
 Z M O L U E U D S A K A I F T A U U D C O M S N B
 F N F L D W Z H M T T Z Y Z O A L F O W R S S A L
 S M F V H E D N K N U X B W Q R Z H L P Y P S I D
 T C B Q R U R B I W L Q S Z Y C C A Q R K P Y L L
 H X D D R T A R F K Q O M G B N F E M D F A P I U

align
 assemble
 biscuit
 bolt
 carve
 clamp
 crimp
 design

dowel
 drill
 fabricate
 flange
 flute
 forge
 hammer
 hollow

joint
 kerf
 mould
 nail
 pierce
 plunge
 rebate
 reinforce

rivet
 shear
 solder
 stamp
 veneer
 weld

Credits

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For further information, visit:
www.blackhorseworkshop.co.uk
www.blackhorseworkshop.co.uk/atomic-50/