

## Tadeo Jones – Y5 Adventure Narrative

**Prior Knowledge** – Check that children can already:  
Plan, tell and write complete stories with a clear sequence of events; use description and powerful verbs to evoke setting.  
Are familiar with a range of adventure stories and/or films.

**Experience** - Watch a selection of 'adventure trailers' – Mummy/National Treasure/Journey to the centre of the Earth/Gulliver's Travels... Use the success criteria for text types sheet to identify features found in the trailers – children choose the card which best fits the trailer. Justify reasons.

Watch the introduction of 'Tadeo Jones', complete colour/ sound/ time/ place grid in pairs. Feedback and discuss as a class, comparing responses. What can we infer about the setting?

Show still image of the main character – what can you tell about him? In pairs, each child given a picture of the character and create a 'Role on the Wall' – What is known about the character recorded inside the outline. What do we think we know recorded around the outline. What questions/puzzles do you have about the character around the outside.

Watch up to 0:55. What can be added to the information known about the character and setting?

What may happen next? (Link to trailers watched previously)

Continue to watch the video until 1:51 Add to the information already gathered about character and setting – what else can be asked/ what can be answered?

Using the success criteria, which card(s) can be used for the story so far?

Predict what might happen next in the story, using knowledge of adventure stories they are familiar with.

Watch up to 2:45. Look back at the predictions. Would anyone like to change their minds/add to their predictions? Why?

What do we now know about the character? Add to Role on the wall. What emotions does the main character show? Re-watch the film from the beginning and pause each time the children think there has been a change in emotion. Record on an emotions graph. Given a selection of still images from the film (showing different emotions) or create freeze frames of key scenes. Write what the character is thinking, saying and feeling.

Watch up to 6:35 - when the bridge appears. Look again at success criteria cards – are there any we can add or amend? Add further information to the role on the wall, and notes about the setting.

Watch to the end of the film. Ask for responses to the ending. How did they feel? Was it amusing, disappointing? Share opinions and ask children to justify their views. Refer back to success criteria cards.

**Phase outcome:** Children can justify the reasons for choices by finding evidence from the text.

When Tadeo is exploring, what would he take in his rucksack? Arrange children into a circle with a rucksack and a choice of items e.g. Chocolate bar, compass, map, cuddly toy, torch, MP3 player, guide book, camera etc. As you move round the circle, children walk to the middle and put an item into the rucksack, saying 'I will take ...because ... – justify choices. Allow children to remove items they disagree with until a final decision is made. Ask children to record reasons on cards or posters. Display final decision on working wall – this will form part of the beginning of their story.

Note down the key elements of the story into a story map, using stills from the film (boxing up). As a class, collaboratively retell the story. Consider how the mood and atmosphere are created with music, images and words. How can we get this across when story telling? Model use of short sentences and pauses to build suspense, and longer descriptive sections to provide detail.

Use stills from the film to challenge the children to 'tell me a picture', creating atmosphere.

Give time for pairs to tell the sections of the story to one another, using the story map.

Use success criteria cards – which of these have we achieved in our retelling? Add any additional features.

After several rehearsals, ask individuals to retell the story, this time improving the retelling by adding in atmospheric phrases and words. How has this improved the story for the reader/listener? Note down examples of phrases which create suspense or excitement or describe the setting/character clearly. Display these on the working wall for others to use.

Look at the basic structure of the story (Entrance/ Finds object + something wakes up/ The chase + things try to stop him/ The traps/ End – free or not?). How else could the story have ended? Give time for groups to improvise a different ending and/or alternative traps or objects – inventing their own version of the story following the same story structure.

**Phase outcome:** Children can use phrases to build suspense or create atmosphere. Children can retell a story to entertain an audience.

Revisit the success criteria cards and refer to them throughout the writing process.

Shared writing - Model write the beginning of the story – packing of the bag in the early hours of the morning. Use teacher scribing and supported composition to write a paragraph about the journey across the desert arriving at the entrance to the pyramid.

Children write the beginning of their story – packing, the journey and entrance to the pyramid.

Re-watch 'Tadeo Jones' up to 6:35 – focus on the scene where he is chased by bees. Through Shared writing, model how that would be written. Focus on sentence construction – varied use of long and short sentences, connectives used, effective word choices to entertain the reader. Continue to re-watch film and model key parts of the story, allowing time for individuals time to complete their stories, referring to success criteria cards to self-evaluate or peer evaluate the story. Use assessment information to identify a focus for the class or groups. Give time to improve and redraft.

Use Guided writing to work with groups to experiment with phrases, and sentence structures to create different effects on the reader. Consider an audience for the stories and allow children to present their stories.

**Phase outcomes:** Children can reflect on their own writing and edit and improve their work. Children can write an adventure narrative, orchestrating suspense, setting and characterisation to entertain the reader.