

What is the place in between?

WOW!

(An **engaging** event to capture interest and energise. Guided by an adult initially; a supported experience)

Magic Show!

An engaging event, inspire children and families to learn more, generating excitement and intrigue. The WOW does not have to be related to the challenge, although it must lay the foundations for immersion.

Learners could discover an unmarked object; off-site visit or visitor; unexpected email; watch film or performance; challenged to produce something, etc.

Immersion: skills

(Developing **empathy** of events, processes or people, exploring and enhancing language and social skills)

Experiment with using noun phrases to add detail, commas in lists and sensory description.

Cutting skills – curved lines

Painting skills – primary colours and mixing colours

Milestone

Children are able to cut curved lines and create secondary colours from primary

Immersion: knowledge

(Developing **knowledge** of events, processes or people, exploring and enhancing language)

Identify steps to success for vivid descriptions using *Leon and the Place Between*.

Create hand shadow puppets.

Milestone

Children will know the steps to success for writing a description and how to create a hand shadow puppet.

Have-a-go: skills

(Building on immersion, children have opportunities to acquire and **practice** skills in numerous ways)

Write a description of a circus act using noun phrases to add detail, commas in lists and sensory description.

Cut a paper template.

Paint a background wash.

Milestone

Children are able to cut an accurate paper template and paint an effective background wash.

Have-a-go: knowledge

(Building on immersion, children have opportunities to acquire and **develop** knowledge in numerous ways)

Explore a wide variety of setting descriptions.

Milestone

Children will know how to write a vivid setting description.

In order for learners to be successful and independent in the challenge, what skills and knowledge will they need to **practice** and become familiar with?

Learners need opportunities to prepare for the challenge, or have-a-go at any tricky or unfamiliar elements, complicated tasks, team work, etc.

A challenge should be challenging, and enable children to **independently** show off newly acquired skills and knowledge. It should be as public as possible, different from the last and promote co-operation with others. Challenges can single, whole cohort events, or comprised of many elements. They should always be documented in some way and reflected upon by learners.

The Challenge

(Combines skills and knowledge practiced in Have-a-go to, independently of adults, prove what they have learnt, by answering the question)

Children will use words and pictures to create their own place between.

Documenting the challenge

Teacher to photograph the creative process.

Celebrating the challenge

Create a collaborative corridor display depicting the place between.