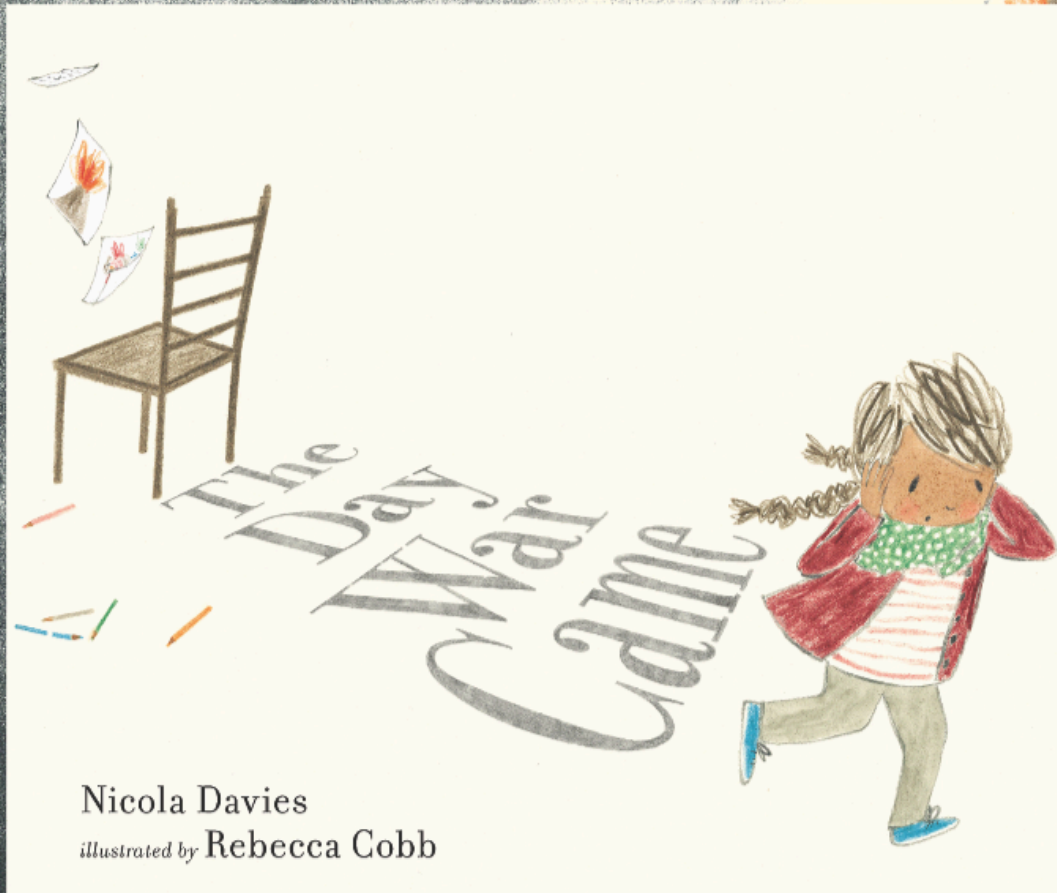


THE DAY WAR CAME

KS1 SCHEME OF WORK



Nicola Davies
illustrated by Rebecca Cobb

PERFECT FOR: Exploring big feelings with students aged 5-7; a beautifully-illustrated class reader that engages children in the topic of the refugee crisis; discussing the importance of 'home'; exploring the impacts of war; understanding the value of empathy.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension;
Creative Writing; Poetry
Design Technology & Art
Drama, Speaking and Listening
Geography
PSHE & Citizenship

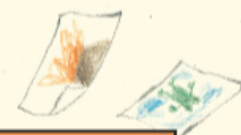
WEEK 1 (PAGES 1–6): THE VOICE OF THUNDER



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Understand how it feels to be 'lost' and 'alone'. - Explore how these big feelings manifest themselves and what causes them. - Develop empathy skills to understand themes in a story. - Identify positive and negative feelings. <p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve details from passages of text. - Make predictions about a story based on its front cover. - Identify where the mood or tone of a story changes. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create two scenes or freeze-frames in groups, depicting two different 'moods'. 	<ol style="list-style-type: none"> 1. What can you tell about the story from the <u>front cover</u> of the book? What sort of feelings might be explored in the story? How do you know? 2. Why do you think the book might be 'dedicated to children who are lost and alone'? What could the story be about? 3. What sort of <u>scene</u> can you see on pages 1–2? Are the <u>characters</u> happy or sad? How do you know? 4. Who are the family members of the little girl from the front cover over the book? (pages 1–2) 5. What makes you think that something bad is going to happen? What words keep being <u>repeated</u> in the story? (pages 1–4) 6. What is the little girl learning about in school? List at least two things (page 4). 7. How does the little girl feel when she is learning in school? How can you tell? What <u>clues</u> do the illustrations give you? (pages 3–4) 8. What happens 'just after lunch'? (page 4) 9. How does the little girl feel on pages 5–6? Why? What do you think has happened? 10. What do you think 'a voice of thunder' means? What would this sound like? How would you feel if you heard it? (page 5) 	<p>The book begins with a short dedication to 'children who are lost and alone'. What does it mean to feel lost or alone? Pick one of these feelings and choose a facial expression or a body position in order to present this feeling to the class. As an extension, can you think about what might <u>cause</u> these types of feelings?</p> <p>Look at the front cover of <i>The Day War Came</i>. In pairs, can you write a list of words to describe what the little girl is doing in the illustration? How do you think she feels? What do you think has happened to her? Create a short story about the little girl to share with the class.</p> <p>Compare and contrast: on pages 1–4, the little girl in the book is experiencing positive and happy feelings; however, on pages 5–6, this changes. In groups, create two scenes or freeze-frames showing how the story progresses from a positive to a negative mood or tone.</p>



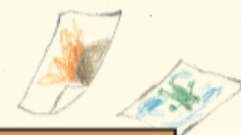
WEEK 2 (PAGES 7–14): WAR HAD FOLLOWED ME



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Explore the idea of 'home' and what it means. - Present personal feelings and ideas based on the subject of 'home'. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Draw a simple template of a house. - Explore the representation of objects, people or feelings in art and design. <p>Geography</p> <ul style="list-style-type: none"> - Identify different modes of transport and their uses. - Discuss and present the dangers of different modes of transport for refugees. - Use a world map to trace the routes of some refugees and the dangers of these routes. 	<ol style="list-style-type: none"> 1. What colours does <u>the illustrator</u> decide to use to make the reader see how the <u>mood</u> or <u>tone</u> of the story has changed? (pages 7–8) 2. What is happening to the little girl on pages 7–8? How do you think she feels about it? How would you feel if you were <u>in her shoes</u>? 3. What 'came across the playground'? (pages 4–8) 4. What can you see is happening in the little girl's home from the illustration on pages 9–10? 5. The little girl explains that 'war' turns her town 'to rubble'. What does the word 'rubble' mean? (page 8) 6. Why do you think the little girl explains that she 'can't say the words that tell you / about the blackened hole / that had been my home'? Why does she find it hard to explain what has happened? (page 9) 7. What three modes of transport does the little girl use to try to get away from the war? Who is she travelling with? (pages 11–12) 8. How do you get the sense that the little girl's journey is <u>dangerous</u>? (pages 11–12) 9. What do you think the little girl means when she says that 'war had followed me' on page 14? 10. How do you get <u>the impression</u> that the little girl is 'all alone' in this section of the story? (pages 7–14) 	<p>The idea of 'home' is very important in the story. Discuss in pairs why this is. Then, consider what the word 'HOME' means to you. In a large template of a house, describe or draw something that you love about your house or hometown. Maybe it is an object, a smell, a person, or even a feeling. How would you feel if you lost your home?</p> <p>On pages 11–12, the little girl uses lots of different modes of transport to try to get away from the war. In groups, choose one mode of transport mentioned. Come up with any dangers you can think of for refugees using your chosen mode of transport. Share your ideas for each mode of transport with the class.</p> <p>With your teacher, use a map to look at examples of the routes some refugees have to take to get to safety in the UK. What modes of transport do they have to take? How dangerous and difficult are these journeys?</p>



WEEK 3 (PAGES 15–26): DRIVE THE WAR OUT OF MY HEART



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>PSHE & Citizenship</p> <ul style="list-style-type: none"> - Explore how it feels to be left out of a group. - Consider why it is important to include everyone, no matter their differences or where they are from. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Role-play a scenario where someone is left out and explore feelings. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Design and draw a chair for a refugee that makes him or her feel 'welcome'. <p>Creative Writing: Poetry</p> <ul style="list-style-type: none"> - Write a list of emotions in the form of a poem, based on the themes discussed when reading <i>The Day War Came</i>. 	<ol style="list-style-type: none"> 1. The little girl arrives at a new place on pages 15–16. How do you get <u>the impression</u> that she is not welcome in this new place? How does she feel about that? 2. What is happening on pages 15–20? What are all the people doing to the little girl? 3. When the little girl says that 'war had got here too' – what does she mean? Does she mean a real war, or a different type of war? (page 20) 4. The little girl visits a school in this section of the book, just like she did in the first section of the story. What is the main difference this time? Why do you think the author has chosen to do this? (pages 17–20) 5. What colours does <u>the illustrator</u> choose to show how the little girl feels on pages 21–22? Why? 6. Why does the little boy bring the little girl a chair on page 24? Is he a <u>friendly character</u>? How do you know? 7. How does <u>the author</u> show that the little girl is not 'all alone' anymore? How does this make you feel? (pages 25–26) 8. What helps to '[push] / back the war /with every step'? Why do you think this is? (pages 25–26) 9. How does the little girl feel now that she has her own chair? How do you know? (page 26) 10. Do you think the story has a <u>happy ending</u>? Why? 	<p>Chair role-play! Remove one chair from the classroom so that one person is without a chair. Ask that person to stand in the classroom (perhaps it's your teacher), asking for his or her chair back, while everyone else ignores him/her and tells him/her to go away. How does everyone feel during this role-play? Why is it important that everyone has a chair – what does it show?</p> <p>Design a beautiful chair for a refugee that has come into the country, after escaping a war in their hometown. Consider how you might create a design that makes them feel welcome? What details could you include on your chair? Consider the use of colour, etc.</p> <p>Put yourself in someone else's shoes. On the base of the chair that you have designed, write down all the feelings that you think a refugee would feel coming into a new classroom. You can write them one by one, or in the form of a poem.</p>

