



Activity title:	Return Journey
Description:	Descriptive sentences about the 3 Day Blitz
Year groups:	KS2
Link to LNF:	<p>Writing accurately</p> <p>* Language</p> <p>Y3:</p> <ul style="list-style-type: none">• use vocabulary related to the topic or subject context <p>Y4:</p> <ul style="list-style-type: none">• use subject-specific vocabulary independently <p>Y5:</p> <ul style="list-style-type: none">• use appropriate vocabulary, including subject-specific words and phrases <p>Y6:</p> <ul style="list-style-type: none">• use varied and appropriate vocabulary, including subject-specific words and phrases <p>* Language</p> <p>Y3:</p> <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use vocabulary related to the topic or subject context <p>Y4:</p> <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use subject-specific vocabulary independently <p>Y5:</p> <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use appropriate vocabulary, including subject-specific words and phrases <p>Y6:</p> <ul style="list-style-type: none">• use language appropriate to writing, including standard forms of English• use varied and appropriate vocabulary, including subject-specific words and phrases <p>* Grammar, punctuation, spelling, handwriting</p> <p>Y3:</p> <ul style="list-style-type: none">• use adjectives and adverbs to expand simple sentences and phrases• use connectives for causation and consequence <p>Y4:</p> <ul style="list-style-type: none">• use adjectival and adverbial phrases to add interest and precision• use connectives to show links within sentences <p>Y5:</p> <ul style="list-style-type: none">• use different sentence structures, including complex sentences showing relationships of time, or cause• use conditionals to show hypotheses or possibilities <p>Y6:</p> <ul style="list-style-type: none">• use varied sentence structures for emphasis and effect



DYLAN THOMAS

ROCK AND ROLL POET - KS2

Dylan Thomas Text:	<i>Return Journey</i> <ul style="list-style-type: none">- p73 up to “ ...wicked February Morning”- p77 From “I went out of the hotel into the snow...” to p78 “...Edwardian holy of best-bitter holies...”
Equipment required:	<ul style="list-style-type: none">• Film clips on London & Swansea Blitz http://www.rockandrollpoet.co.uk/videos.html• Coloured pens or pencils
Suggested procedure:	<ul style="list-style-type: none">• Watch the film clips above and discuss what it must have been like in Swansea before, during and after the 3-day bombing.• Read <i>Return Journey</i> extracts again drawing attention to the use of creative language.• Learners look at Dylan’s descriptions of the buildings “<i>Fish frailed, netbagged, umbrella’d...</i>” Are these real words? What do you think they mean? What images do they convey?• In pairs, learners could sketch and label a picture of what the streets of Swansea must have looked like or use photographs of bombed buildings in WW2 to label. What would you see? What would you hear? What would you smell? etc. Nouns could be written in red, adjectives in blue, verbs in orange and adverbs in purple.• Can each pair then bring some of those words together to write a descriptive sentence about what they can see?• Gather together a sentence from each pair and put together to make a class poem.
Relevant Links:	Websites with descriptions and pictures from the 3-day Blitz http://www.southwales-eveningpost.co.uk/PICTURES-Swansea-Blitz-1941/story-20650279-detail/story.html http://www.explore-gower.co.uk/explore/swansea/world-war-ii http://www.swansea.gov.uk/index.cfm?articleid=42116 Film on this website: Swansea Three Night Blitz https://www.youtube.com/watch?v=KXzgd6rRn68
Extension activities:	Can each pair write a short poem using their notes? You can showcase your adjectives by overlaying them on an old photograph of a bombed building using <i>Wordfoto</i> or <i>Typedraw</i> app.
Modifying for other age groups:	Lower Key stage 2 could complete this activity as a whole class rather than in groups or may require more teacher modelling. They could also choose to only use nouns and adjectives for descriptions.