



## **FLY HIGH CREW: THE GREEN GLOW LESSON PLANS**

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**SCHOLASTIC**

# FLY HIGH CREW

## FLY HIGH CREW: THE GREEN GLOW LESSON PLAN 1 YEAR FIVE

### OBJECTIVES

To understand the need for cooperation and collaboration to complete a task  
To use gymnastic and dance movements to travel across the space provided

### OUTCOMES

Children will be able to work in a group to produce a routine using the themes 'under/over, counter balance/counter tension, cannon'

### RESOURCES

*Fly High Crew: The Green Glow*  
Resource Sheet 1: *Plan for escape*

### LEAD-IN

Read up to the end of Chapter 14. Discuss what might happen next. This is where the crew made their way to the PE hall to get away from the teachers who were chasing after them. They barricaded themselves in for protection but they knew it wasn't strong enough. Eventually, Ms Appleby helped them find a secret way out through the back of the PE store. It was very narrow, difficult to get through and dark. Read to the midpoint of page 127 where Ms Appleby says, 'You see that supply cupboard? At the very back there is a hidden entrance to the PE block.' This will set up the practical task.

### TASK

Get the children in groups of four or five and provide them with the scenario outlined above. There are two possible alternatives to the next phase:

**1)** The children have to choose different equipment to create an obstacle course that will allow them to get from one side of the hall to the other – this could comprise of mats, a bench, horse box, wall bars, nesting agility tables, etc. Children could use Resource Sheet 1: *Plan for escape* to map out their equipment. Remind them it is a sketch NOT a piece of art, so shapes like rectangles with the words on will be fine, e.g.

Bench

**2)** The teacher plans the layout of the course and all the groups have to work using the same equipment.

The aim is to get across the PE hall in a set time.

Within their movement, whether they have designed the course or not, the children MUST have a sequence where they use the following:

- counter balance (they lean inwards and are reliant on each other to maintain position)
- counter tension (they lean outwards and are reliant on each other to maintain position)
- cannon (where one member of the group makes a move and the others follow in sequence, one after the other, with identical moves)
- travelling under and over the equipment
- at least one jump in the sequence

### EXTENSION

The children could increase the sizes of the groups, perhaps even to the whole class, and design counter balances/counter tension moves that involve all of the group/class. Cannon movements and under and over apparatus could also be used as a whole class. Can all the class get through the obstacle course and to safety like the Fly High Crew did in a set time?



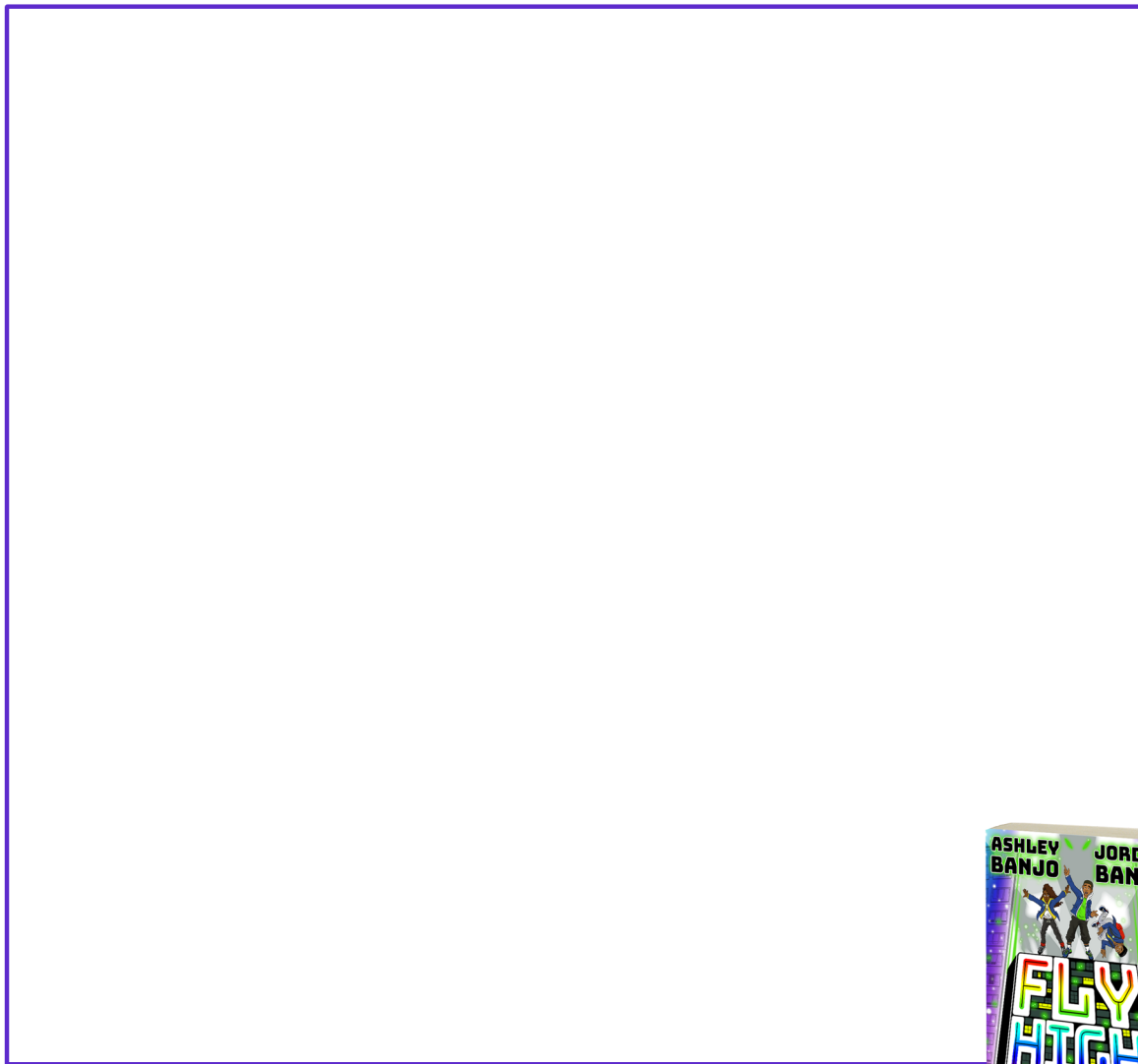
# FLY HIGH CREW

## RESOURCE SHEET 1: PLAN FOR ESCAPE

Choose different equipment to create an obstacle course that will allow you to get from one side of the hall to the other – this should include: mats, a bench, horse box, wall bars, nesting agility tables and anything else your teacher allows you to use. You must include the following in your routine: counter balance and counter tension, cannon movement, jumps and travelling over and under. Think about your course design to help you do this. You can use rectangles and other shapes to represent the objects. E.g.

Bench

Mat



# FLY HIGH CREW

## FLY HIGH CREW: THE GREEN GLOW LESSON PLAN 2 YEAR FIVE

### OBJECTIVES

To understand how to attract people to an event  
To identify the key features of a poster as an advert

### OUTCOMES

Children will be able to identify how to effectively use the key features of a poster in their design  
Children will successfully complete the poster as a piece of artwork for display

### RESOURCES

*Fly High Crew: The Green Glow*  
Resource Sheet 1: *Summer Talent Show poster*

### LEAD-IN

Read to the midpoint break on page 314 and the line: 'Trey smiled. "Sweet. See you tonight."' This takes us from the end of the previous chapter where 'Alvin' was defeated to the point where life is getting back to normal and The Fly High Crew are talking about other things – in particular the Summer Talent Show. Discuss how the crew might feel about their lives now they are the only ones to remember anything about the invasion.

### TASK

Ask your children to imagine they have been given the task of designing a poster advertising the Summer Talent Show. Take the children through the features of a good poster. Use Resource Sheet 1: *Summer Talent Show poster* as a guide for the children. This sheet reminds children to include:

- short phrases
- eye catching layout
- a catchy slogan
- something to offer
- attention grabbing graphics/pictures/photos
- a reminder of the time, date and venue

Allow the children to choose their own medium for creating the poster. It could be drawn and then coloured in by hand or a computer design product could be used. Whichever medium is used, the features should be the same.

### EXTENSION

Ask children to imagine that they are part of The Fly High Crew and they have been asked to produce the posters for the Summer Talent Show. As they are the only ones who still remember the events of the alien invasion, they have given each other a challenge to put images of the invasion into their posters in a way that only they will recognise. As a class, discuss the types of things that could be included, for example, leaves, green pellets, spabbages, glowing eyes, an old telephone, etc.



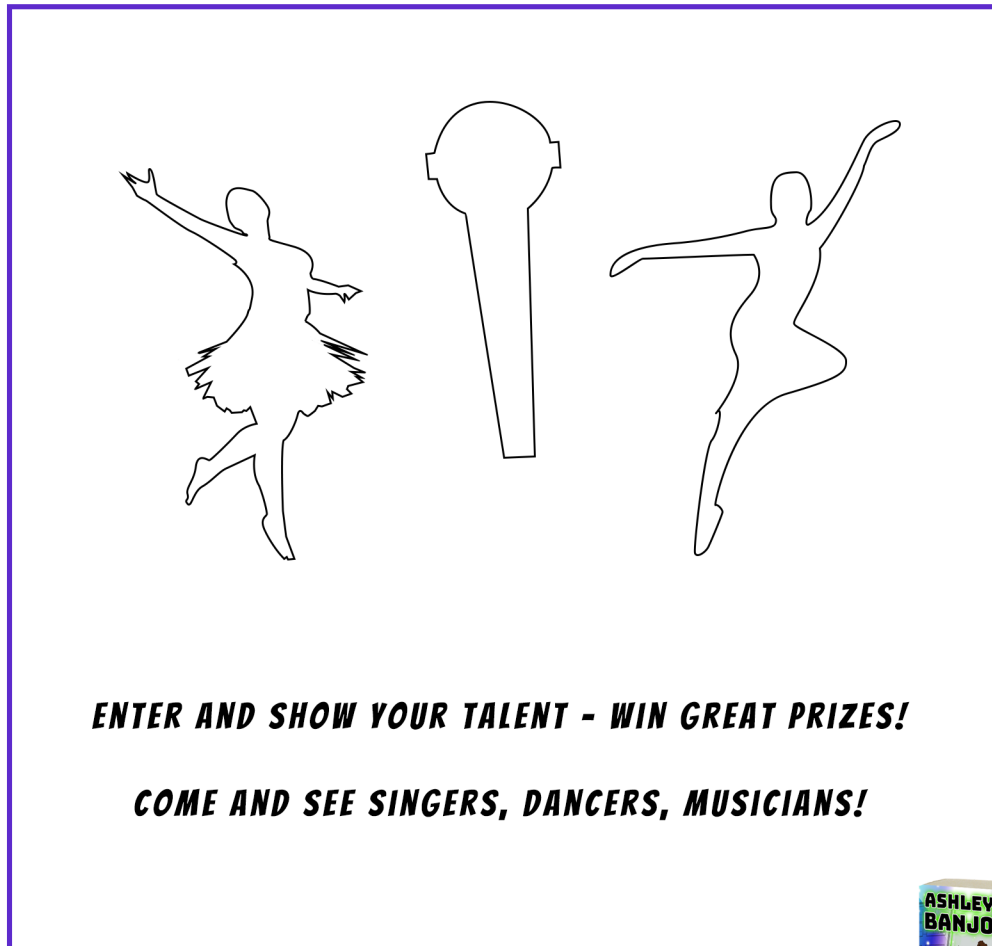
# FLY HIGH CREW

## RESOURCE SHEET 1: SUMMER TALENT SHOW POSTER

You have been asked to produce the poster for the Summer Talent Show. You must create a poster that encourages as many people to come as possible. Remember to include:

- Short phrases
- Eye catching layout
- A catchy slogan
- Something to offer
- Attention grabbing graphics/pictures/photos
- A reminder of the time, date and venue

Here is an example of a poster:



# FLY HIGH CREW

## FLY HIGH CREW: THE GREEN GLOW LESSON PLAN 1 YEAR SIX

### OBJECTIVES

To understand how geographical information can be collected using a variety of means  
To recognise the similarities and differences of locations and habitats from their own

### OUTCOMES

Children will be able to identify places around the world and their key features  
Children will be able to collate information and produce a factfile they can explain to each other

### RESOURCES

*Fly High Crew: The Green Glow*  
Resource Sheet 1: *Map of the world*  
Resource Sheet 2: *Amazon rainforest factfile*

### LEAD-IN

These activities can be done straight after one another if you wish to read past the events on page 173, or they can be done separately as part of a topic covering the book. The activities can be standalone or as part of a sequence.

### LEAD IN FOR TASK 1

Read up to page 83 where Trey and Jax are in their bedroom looking at the giant map covered in green pellets. This page describes how the map originally had red circles placed on it. They marked the places that were special to them with red circles (Nigeria, where Dad was from, and New York City, where they both vowed to visit one day). Ask the children to keep this in mind as they complete Task 1 (outlined below).

### LEAD IN FOR TASK 2

Read to the end of page 173 where Trey and Layla are looking at Jax's evidence to find out where he might have gone. Read up to the part where Layla says, "So Jax was really into the Amazon jungle, huh?" Discuss why the aliens might be attracted to the rainforest. Get the children thinking about the green pellets and their relationship with what the rainforest contains. Next, ask the children to share what they know already about rainforests. Make a note of the ideas so they can be used later as examples. Using this information, complete Task 2 below.

### TASKS

**1)** Discuss with the children three places they have either visited or would like to visit around the world. Ask the children to mark the places on the map on Resource Sheet 1: *Map of the world* and conduct research about them, writing bullet points underneath the map. Children could use atlases, encyclopedias and Google Earth/other computerised mapping programmes to help with this task. Ask the children to consider the following questions:

- What is it that attracts them to that place?
- What things would they want to see when they are there?
- What interesting facts have they found out about the places they are looking at?
- How are the places the same/different to where they live?



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**2)** Using Resource Sheet 2: *Amazon rainforest factfile* and encyclopedia internet searches, the children should draw a picture of the layers of the rainforest in the box at the top of the resource sheet and then add some facts about both the flora (plants) and fauna (wildlife) that live there underneath. Encourage them to find out obscure details they do not think anyone else will choose. For those finding this more difficult, provide collective ideas to assist them.

## EXTENSION

For Task 1:

Ask the children to use the information they collected in the main task to create some kind of presentation that they can share with the class. Children could use a computer presentation programme or video presentation to do this.

For Task 2:

Ask children to make a 3D model of the layers of the rainforest using a craft materials (cardboard box, coloured card, kitchen roll tubes, etc.) with the annotations about each layer hanging down from the model. This could be shared in class or presented to other classes in an exhibition.



# FLY HIGH CREW

## RESOURCE SHEET 1: MAP OF THE WORLD

Mark three places on the map and research them. Write some facts in the table on the next page. Think about these questions as you research:

- What is it that attracts you to these places?
- What things would you want to see when you are there?
- What odd facts have you found out about the places you are looking at?
- How are the places the same/different to where you live?





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Place of interest 1: eg.Sydney, Australia	Place of interest 2:	Place of interest 3:
eg.Sydney's population is around 5 million!		



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## RESOURCE SHEET 2: AMAZON RAINFOREST FACTFILE

Draw the layers of the rainforest in the box below and label them. Then add some important facts about the Amazon rainforest under your diagram.

### AMAZON RAINFOREST FACTFILE



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# FLY HIGH CREW

## FLY HIGH CREW: THE GREEN GLOW LESSON PLAN 2 YEAR SIX

### OBJECTIVES

To understand how to relate scientific understanding to a creative activity  
To be able to reason and justify points of view to others

### OUTCOMES

Children will be able to represent the alien planet based on their ideas from the book  
Children will be able to identify and explain what items they would take with them and give reasons for their answers

### RESOURCES

*Fly High Crew: The Green Glow*  
Resource Sheet 1: *What would the alien planet look like?*  
Resource Sheet 2: *Survival challenge*

### LEAD-IN

This activity is best completed at the end of the book so that the children can reflect on all they read about the aliens and how they behaved. Alternatively, it could be completed before Chapter 35 where everything reverts to normal.

Discuss with the children what traits the aliens had; what did they look like? What did they feed on? What behaviours did they show (working together as they were so small)? Taking these ideas, allow the children to explore what they think the aliens' original planet might have looked like. Draw out the key points, for example, it must have had carbon dioxide and oxygen on it if they could survive, clearly it must have been very green. Did the aliens have buildings? If so, what would they have been like? Allow the children to use their imaginations and display the pictures in the book as potential prompts.

### TASK

1) Using the ideas the children generated in the lead-in, the children can either use Resource Sheet 1: *What would the alien planet look like?* or produce a 3D model/computer model of what the planet might look like. They can do this either as individuals or pairs. Make sure that they can justify all of their choices based on what they know about the aliens and how they behave.

2) Now they know what the planet might be like, encourage the children to think about what THEY would need to survive. Once they have come up with some ideas of their own, provide them with Resource Sheet 2: *Survival challenge* and ask them to compare their list with the one on it. From their list and the one on the sheet, they must choose a maximum of six items they would need to take and give reasons for why they have chosen some but discarded others. For example, they may say they don't need shelter because they could build using the plants on the planet, whereas they may not know if there is anything they can eat so take food as an essential.

### EXTENSION

Ask the children to use the information, models and pictures they have created to present to the rest of the class.

It could be set up like a 'Dragons Den challenge' where each child has to convince a panel that their ideas for both the planet and their survival items are better than all the others. If possible, allow the children to be observers and get a panel of 'adult experts' to act as the Dragons.



# FLY HIGH CREW

## RESOURCE SHEET 1: WHAT WOULD THE ALIEN PLANET LOOK LIKE?

Make a list of ideas to describe what the alien planet might have looked like and then draw the planet. Think about the following questions and look at the illustrations from the book.

- What did the aliens look like?
- What did they feed on?
- How did they behave (on their own and in a group)?
- If they were plant-like, what habitats do plants usually need?

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# FLY HIGH CREW

## RESOURCE SHEET 2: SURVIVAL CHALLENGE

Now you know what the planet might be like, think about what you as a human would need to survive on it. Come up with a list of things you think you might need to survive and add those to the list below. Then follow the instructions inside the challenge box.

- Food ■
- Water ■
- Cooking tins ■
- Matches ■
- Knife/fork/spoon set ■
- Shelter e.g. tent ■
- Wind up torch ■
- Torch ■
- Batteries ■
- First aid kit ■
- ■
- ■



# FLY HIGH CREW

## SURVIVAL CHALLENGE!

You can only take **SIX** items from the list with you. You have to decide which ones are the most important. You need to be able to explain why you have chosen some and why you have not chosen others – so choose wisely!

Write or draw your top six items here!



# FLY HIGH CREW

## CURRICULUM LINKS

### KS2 CURRICULUM LINKS FOR *FLY HIGH CREW: THE GREEN GLOW*

#### ENGLISH

##### READING COMPREHENSION

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and fiction
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- provide reasoned justifications for their views.

#### PHYSICAL EDUCATION

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) and perform dances using a range of movement patterns.

#### ART AND DESIGN

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to create sketchbooks to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

#### GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



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Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## LOCATIONAL KNOWLEDGE

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

## PLACE KNOWLEDGE

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

## HUMAN AND PHYSICAL GEOGRAPHY

Pupils should be taught to:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## GEOGRAPHICAL SKILLS AND FIELDWORK

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features.





# FLY HIGH CREW

## SCIENCE

The principal focus of science teaching in upper Key Stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper Key Stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

## LIVING THINGS AND THEIR HABITATS

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animal
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.



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