



Teacher Instructions

KS1 | KS2

No. 1: The Complaint Letter KS2

Graham pulled the Mighty Prank when he should have been working.
There is a complaint letter enclosed with more information, but it's
not the full story.

Explore ideas as a group about what might have happened.

Explore descriptive writing to recount the incident. This can be done
all together, in small groups or individually.

ADAPT:

- Explore what happened in other creative ways like a drama improvisation
to re-enact the Mighty Prank.
You could even video your re-enactment!

EXTEND:

- How do you think Enoch Grimm reacted to the complaint letter?
What did he write back?

No. 2: Imaginary World Creation KS1

Gather 3-5 responses from your pupils to the different prompt questions and
jot each idea down on a slip of paper, placing them in a jar.

Once all of the ideas are in the jar, pick the slips of paper out one by
one and place them around the classroom

Go on a class tour of this re-imagined world with all its different
sounds, smells, and secrets!

Sometimes you may need to move tables and chairs to make sure
your world is fully formed.

ADAPT:

- Only generate one response for each prompt question.
- Explore ideas for your new worlds using digital soundscapes and videos on
YouTube or using sensory spaces and equipment.
- Pupils can demonstrate ideas with their bodies, in freeze frames or even
drawing pictures.

EXTEND:

- All together or individually, write a story about something that happens
in this new world. Pupils could even go and sit in an area of their world to
write, draw, or storyboard.
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No. 3: Magical Doorway Polaroids KS1 | KS2

Use the polaroid pictures of the magical door to generate ideas about other features of a secret and enchanting door.

Write a paragraph about your very own magical door. Consider sensory description and the hidden, non-visible elements about the door.

Once completed, it's time to draw your creation!

ADAPT:

- Use the polaroid pictures and other examples you can find as visual prompts: pupils could describe these instead of creating their own door.
 - Pupils can draw the door first, then describe it if they like.
 - Create a super-sized magical doorway for a school display

EXTEND:

- What is behind this newly invented door? Pupils create a new world behind the door that they can write about or explore through drama.

No. 4: Page from the Almanac KS1 | KS2

Only one page has been found from the Magical Being Almanac and this is enclosed. Go to: www.grimmandco.co.uk/missingmemories to print the template for your pupils to complete.

Discuss what a magical being is. Generate sensory description together.

Pupils should first complete half of the template to create a new magical being and the information about them. **STOP HERE.**

Now go and explore your school (inside or out!) so that pupils can decide where their magical beings live!

It's time to complete the rest of the template.

ADAPT:

- You don't have to use the template. Complete this as a class, where you create one magical being together as a large artwork or out of recycled materials!
- Pupils could act out their magical beings - how they move, the noises they make and how they interact.

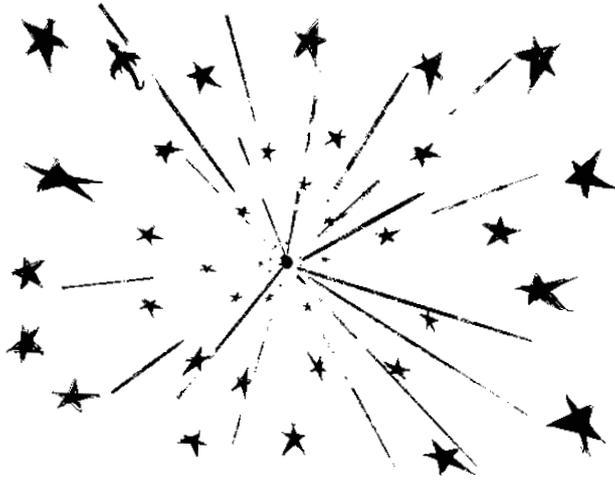
Do your magical beings move to music or play percussion?

EXTEND:

- Extend pupils' writing into an information text and compile all these new magical beings into your own school almanac!
 - Write a class story about your magical being.
- Deliver a Numeracy lesson looking at Coordinates, where pupils plot the habitats of magical beings around their school.



Showcase



Showcase the incredibly creative work your students have produced, in your school, with parents and carers and even the wider community.

HERE ARE A FEW IDEAS:

- A comedy mime show where pupils re-enact the **Mighty Prank**.
- Pupils could host a storytelling session for younger pupils, reciting their adventure writing.
- Pupils could take others on a tour (in-person or a video tour) of the school, highlighting the different habitats of magical beings.
- Pupils could present their investigative work to an audience, proving that they have regathered Graham's lost story.