

# SeaBEAN

## 10 week KS2 Scheme of Work

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**The SeaBEAN trilogy** is a popular eco-adventure/cli-fi trilogy, first published in 2013 and now in its 4th edition, aimed at children aged 7-13 years old, and written by the London-based children's author Sarah Holding, who is a former architect, urban development consultant and university professor.

Set in 2018 on the remote island of St Kilda in Scotland, **SeaBEAN** traces the experiences of 11-year-old Alice and her five classmates when a futuristic device called a C-Bean mysteriously arrives on the island.

The trilogy presents a pacy and engaging set of adventures, characters and discoveries as the children travel all over the world in **SeaBEAN**, and back and forth through time (in sequels **SeaWAR** and **SeaRISE**) learning as they go and eventually manage to safeguard their beloved island home. The issues that come up during the course of the story are presented in such a way as to allow the reader to arrive at their own conclusions, making it a stimulating guided reading text with plenty of scope for class discussion.

Using a mixture of third person narrative and first person blog entries to tell its story, **SeaBEAN** shows how Alice acquires important life skills such as developing awareness, insight, resourcefulness, resilience, responsibility and emotional understanding during the course of the narrative. It is also a powerful tool to get children thinking more deeply about a range of environmental issues, namely the process and impact of deforestation, habitat reduction, ecological balance, oceanic pollution, species depletion and extinction.

This **KS2 Scheme of Work** relates to the National Curriculum for English and is free for teachers to use.

The **10 suggested lesson plans** are organised into a logical sequence allowing for the book to be read during guided reading in class, with creative projects and learning objectives aligned thematically to the content of each section of the book, and making full use of the learning opportunities that arise.

*\*\*Please note that it is forbidden to make photocopies of whole chapters of the book, and only short extracts may be photocopied under fair use. To purchase discounted copies of the book in print or electronic format, visit the author's website, [sarah-holding.com](http://sarah-holding.com) \*\**

# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 1

Topic: Exploring genre, book cover and opening  
Reading: Blurb and prologue

### Session 2

Topic: First person: Diary & Blog writing  
Reading: Alice's Blog #1

### Session 3

Topic: Character study  
Reading: Chapter 1: Baby Kit

### Session 4

Topic: Persuasive writing  
Reading: Chapter 2: The Black Box & Alice's Blog #2

### Session 5

Topic: Establishing viewpoint  
Reading: Chapter 3: Show and Tell

### Session 6

Topic: Place and setting  
Reading: Chapter 4: Village Bay

### Session 7

Topic: Key themes and mind maps  
Reading: Chapters 5 & 6: Big Apple, Cloud Forest

### Session 8

Topic: Story mountains and plotlines  
Reading: Alice's Blog #3 and Chapter 7: Quicksilver

### Session 9

Topic: News reporting  
Reading: Chapters 8&9: Luna Park, On the Rocks, Blog #4

### Session 10

Topic: Book review  
Reading: Epilogue & Recap of whole book

# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 1

**Topic: Exploring genre, book cover and opening**

**Reading: Blurb and prologue**

Assessment Foci:

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Be able to make a prediction about the readership and genre of book
2. Understand how to analyse language to explore ideas and meanings
3. Begin to explore the notion of a blurb for a book

National Curriculum:

Spoken Language

Reading for comprehension Writing: composition

Learning Outcome(s):

Creating an alternative 'blurb' for a cli-fi novel

Equipment:

SMART board; whiteboard; exercise books; stationery; novels; analysing the opening worksheet

### Starter:

- Explore the book cover, author's website and blurb to make predictions about the novel

### Development:

- Class reading of Prologue, cover blurb and publishers/retailers' information online
- Class discussion of 'cli-fi' as a genre, what it might involve in the way of themes
- Pupils to analyse the blurb and share ideas about its intended audience
- Pupils to analyse the writing style and role/set up of the Prologue
- Pupils to construct an imaginary elevator pitch for **SeaBEAN**

### Plenary:

- Teacher chooses a few pupils to stand up and do their elevator pitch.
- Questions to follow up.

### Homework:

- Design a film poster for **SeaBEAN**

# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 2

**Topic: First person: Diary & Blog writing**

**Reading: Alice's Blog #1**

Assessment Foci:

Sentence Structure and Punctuation (SSP)

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand the method and advantages of writing in the first person
2. Be able to create your own blog post in the voice of the main character, Alice

National Curriculum:

Spoken Language Reading for Pleasure Writing: composition

Learning Outcome(s):

A blog post

Equipment:

SMART board; whiteboard; exercise books; stationery; novels

Starter:

- Identify sentences in Alice's informal blog that are not strictly grammatically correct.

Development:

- Class reading of Alice's blog #1
- Pupils to speculate about author's purpose in using this device in the novel
- Pupils to discuss the function and salient characteristics of a blog in social media

Plenary:

- Pupils to characterise the key features of the blog as used in SeaBEAN

Homework:

- Find out 3 facts about the island of St Kilda and write a short blog entry in Alice's voice based on these facts.

# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 3

**Topic: Character study**

**Reading: Chapter 1: Baby Kit**

Assessment Foci:

Sentence Structure and Punctuation (SSP)

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand character mindset and motivation
2. Be able to infer things about a character

National Curriculum:

Spoken Language Reading for Pleasure and comprehension

Writing: composition

Learning Outcome(s):

A character description for a play

Equipment:

SMART board; whiteboard; exercise books; stationery; novels

Starter:

- Quick collaborative character sketch with quirks and traits

Development:

- Class reading of Chapter 1: Baby Kit
- Class discussion of Alice's character and family context
- Working in table groups, pupils to come up with character notes and inferences for the other children in Alice's class and/or family members.

Plenary:

- Table by table feedback with basketball questioning of reasons for titles

Homework:

- Write a character profile for the main protagonist of a story



# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 4

**Topic: Persuasive writing**

**Reading: Chapter 2: The Black Box & Alice's Blog #2**

Assessment Foci:

Sentence Structure and Punctuation (SSP)  
Composition and Effect (CE)  
Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand how to use persuasive devices to influence your reader
2. Be able to create a leaflet to sell your product

National Curriculum:

Spoken Language Reading for Pleasure Writing: composition

Learning Outcome(s):

Persuasive paragraphs

Equipment:

SMART board; whiteboard; exercise books; stationery; novels; persuasive devices worksheet; post-it notes

Starter:

- Pupils to write a prediction of what the C-Bean might enable Alice to do (eg on a post, to be stuck on whiteboard)

Development:

- Class reading of Chapter 2: The Black Box and Alice's Blog #2
- Class analysis of a persuasive advert
- Pupils to create persuasive writing based upon the C-Bean Mark 3

Plenary:

- Pupils selected to present an 1-minute elevator pitch for the C-Bean to class with class feedback

Homework:

- Incorporate the persuasive text into an A4 advert in an issue of a magazine in 2018 for a C-Bean

# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 5

**Topic: Establishing viewpoint**

**Reading: Chapter 3: Show and Tell**

Assessment Foci:

Sentence Structure and Punctuation (SSP)

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand how characters' points of views and voice might differ
2. Be able to create a variation on a narrative by writing from another point of view/ with another voice

National Curriculum:

Spoken Language Reading for Pleasure and comprehension

Writing: composition

Learning Outcome(s):

My First Day of teaching on St Kilda by Dr Foster

Equipment:

SMART board; whiteboard; exercise books; stationery; novels

Starter:

- Rally Robin of the plot so far, including what you know about Dr Foster prior to his arrival

Development:

- Class reading of Chapter 3: Show and Tell
- Discuss the structure of the chapter in relation to its title
- Plan and write a piece in the first person taking into account Dr Foster's arrival and first impressions

Plenary:

- Hot seating of Dr Foster so pupils can share plot ideas and explore his character

Homework:

- Complete Dr Foster's account

# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 6

**Topic: Place and setting**

**Reading: Chapter 4: Village Bay**

Assessment Foci:

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand the power of place setting
2. Be able to scan and extract descriptive writing

National Curriculum:

Spoken Language Reading for pleasure Writing

Learning Outcome(s):

St Kilda map with labels

Equipment:

SMART board; whiteboard; exercise books; stationery; novels; PEE chain prompts worksheet

Starter:

- Pupils to brainstorm good descriptive words to create a sense of place

Development:

- Class reading of Chapter 4: Village Bay
- Pupils to find the embedded elements of place description and relate to published map
- Class to analyse choices of setting using PEE (using PEE chain prompts worksheet)

Plenary:

- Pupils invited to make comments about the decision to set the novel on St Kilda

Homework:

- Produce your own annotated map of St Kilda based on what you know of the story so far

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## 10 week KS2 Scheme of Work

### Session 7

**Topic: Key themes and mind maps**

**Reading: Chapters 5 & 6: Big Apple, Cloud Forest**

Assessment Foci:

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand development and continuity of theme between episodes
2. Be able to use Mind Maps to display your knowledge of a novel's main themes

National Curriculum:

Spoken Language: discussion Reading for Pleasure

Writing: idea generation

Learning Outcome(s):

A mind map

Equipment:

SMART board; whiteboard; exercise books; stationery; novels

Starter:

- Teacher to question pupils about their knowledge of Mind Maps

Development:

- Class reading of Chapters 5 & 6: Big Apple and Cloud Forest
- Short discussion about environmental thematic content
- Pupils to draw mind maps of thematic content of one episode/adventure
- Compare notes with another table

Plenary:

- Pupils to report back on their findings (success criteria on PowerPoint)

Homework:

- Map out an alternative eco-adventure episode as a mindmap



# SeaBEAN

## 10 week KS2 Scheme of Work

### Session 8

**Topic: Story mountains and plotlines**

**Reading: Alice's Blog #3 and Chapter 7: Quicksilver**

Assessment Foci:

Composition and Effect (CE)  
Text Structure and Organisation (TSO)

Learning Objective(s):

1. Understand how the phases of a story arc work
2. Be able to construct a diagram of the main plot arc

National Curriculum:

Spoken Language  
Reading for comprehension Writing: planning

Assessment for Learning:  
Story mountain diagram

Equipment:  
SMART board; whiteboard; exercise books; stationery; novels; mini-whiteboards

Starter:

- What is a plot point or plot device?

Development:

- Class reading of Blog #3 and Chapter 7: Quicksilver
- Quick recap on the diagram for a Story Mountain
- Pupils assigned to work in groups to map out plotlines for each chapter
- Pupils to find evidence for motivation for characters' actions (using PEE)

Plenary:

- Regarding the actions of Alice and Charlie in this instance, teacher to ask questions about their behaviour and non-disclosure and take a class vote

Homework:

- Draw a Story Mountain diagram for SeaBEAN and predict the ending/outcome

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## 10 week KS2 Scheme of Work

### Session 9

**Topic: News reporting**

**Reading: Chapters 8&9: Luna Park, On the Rocks, Blog #4**

Assessment Foci:

Sentence Structure and Punctuation (SSP)  
Composition and Effect (CE)  
Text Structure and Organisation (TSO)

Learning Objective(s):

1. Know the features of a newspaper article
2. Be able to create your own newspaper article

National Curriculum:

Spoken Language Reading for Information Writing: composition

Learning Outcome(s):

Newspaper article using PEE method

Equipment:

SMART board; whiteboard; exercise books; stationery; novels; newspaper article template worksheet

Starter:

- Pupils to locate environmental/science-based newspaper article

Development:

- Class reading of Chapter 9: On the Rocks and Alice's Blog #4
- How do you present both sides of the argument?
- How do you report on an event where not all the facts are known?
- Pupils to begin writing a newspaper article about either the minke whale incident or the dead seabird incident, or one speculating about the link between the two

Plenary:

- Pupils to share their work in progress by reading to the class and receiving feedback

Homework:

- Complete the newspaper article

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## 10 week KS2 Scheme of Work

### Session 10

**Topic: Book review**

**Reading: Epilogue & Recap of whole book**

Assessment Foci:

Sentence Structure and Punctuation (SSP)

Composition and Effect (CE)

Text Structure and Organisation (TSO)

Learning Objective(s):

1. Identify key elements of a book review
2. Be able to use evaluative language
3. Be able to show awareness of target audience

National Curriculum:

Spoken Language Reading for Pleasure Writing: composition

Learning Outcome(s):

A book review

Equipment:

SMART board; whiteboard; exercise books; stationery; novels; persuasive devices worksheet; post-it notes

### Starter:

- Pupils look at a range of published reviews for SeaBEAN and pick out the point they most agree with.

### Development:

- Class discussion of reactions to the book as a whole
- Pupils look at range of contexts where reviews are placed and discuss how this might affect the way the review is written - audience
- Pupils write a review as per a game of consequences by passing it on after writing one sentence each.

### Plenary:

- Pupils read out game-generated reviews and offer comments
- Some pupils also selected to attempt a 1-minute elevator pitch for the C-Bean to glass with class feedback

### Homework:

- Complete your book review for **SeaBEAN** and upload it to [www.sarah-holding.com](http://www.sarah-holding.com), Amazon, Waterstones, or Goodreads