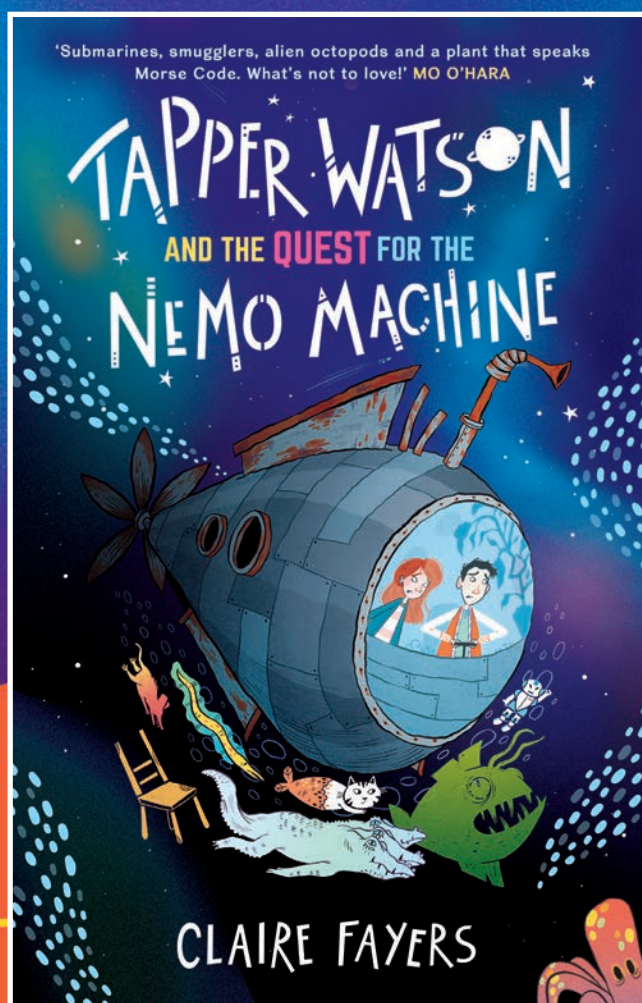


# TAPPER WATSON AND THE QUEST FOR THE NEMO MACHINE

BY CLAIRE FAYERS

## 4 X LESSON PLANS AND IDEAS – EDUCATIONAL RESOURCE PACK



SUITABLE  
FOR  
AGES 9+

- Themes include:** ✓ Adventure and stepping out of comfort zones ✓ Discovering hidden strengths and abilities  
✓ Friendship and teamwork in overcoming challenges ✓ Courage and resilience in the face of the unknown  
✓ The science of submarines and periscopes ✓ The power of memories and imagination  
✓ Mythology and science fiction, blending ancient and futuristic concepts ✓ Choices and their consequences  
✓ Rivers and navigating through underwater worlds ✓ Believing in oneself and embracing uniqueness

**Subjects:** ✓ English ✓ Science ✓ Geography ✓ Art and Design

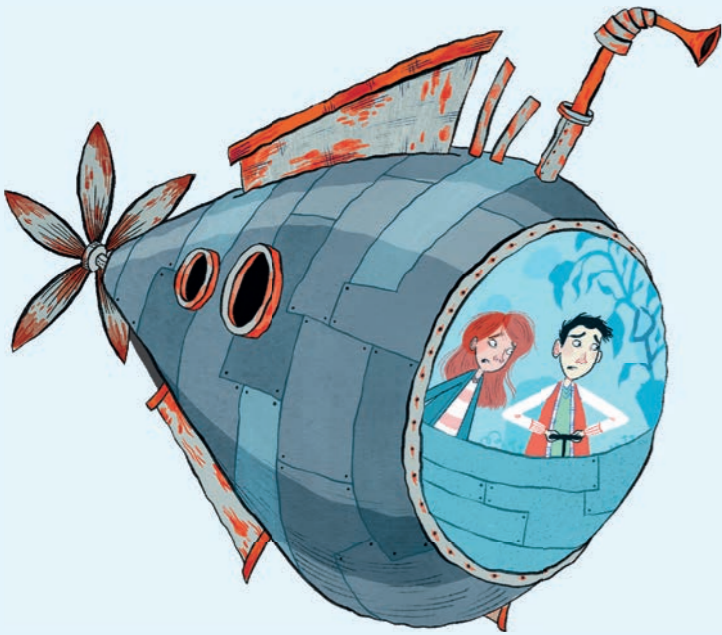
**Areas of Learning and Experience (AoLE):**

- ✓ Languages, Literacy and Communication  
✓ Science and Technology ✓ Humanities  
✓ Expressive Arts



# ABOUT THE BOOK

'DOCTOR WHO' MEETS 'GUARDIANS OF THE GALAXY', FOR READERS AGED 9+



Tapper Watson is just an ordinary Erisean boy who loves adventure stories. But when one of his uncles sends him away on a smugglers' submarine through the River Lethe to other worlds, he just wants to go home again.

On an unscheduled visit to Earth he meets Fern Shakespeare and a talking plant called Morse, and their adventures begin. But chased through worlds by a pair of trigger-happy lobster mobsters in search of the mysterious Nemo Machine, Tapper begins to realise that he might not be so ordinary after all...

A joyous, wildly imaginative mash-up of Greek myth and science fiction, full of extraordinary worlds and characters.



# ABOUT THE AUTHOR – CLAIRE FAYERS

Claire Fayers is a children's author, who writes fantastical tales with a large helping of humour. She grew up in Newport, South Wales where, thanks to her local library, she developed a lifelong obsession with myth and magic. Now she lives in the Welsh mountains with her husband and two cats (who are disappointingly unmagical). When she's not writing, she loves visiting schools, libraries and festivals, sharing her love of stories and inspiring new readers and writers.



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# EXTRACT 1: RIVER OF RAINBOWS

(PAGE 1–2)

“The river between worlds swarmed with a million colours and strange shapes. A three-headed crocodile appeared and snapped its jaws before dispersing back into darkness. Next, a tree appeared, sprouting silver branches with rainbows instead of leaves. The rainbows shrivelled and fell, each one spinning away until the tree itself disintegrated into a shower of coloured lights, which scattered into constellations and vanished.

The river had different names in different worlds but most of the names were surprisingly similar – the Lethe, the Lath, the Lithey. Proof, people said, that the river existed long before any worlds. It twisted through the universe, joining all one thousand and one worlds together, and its waters contained the memories of everyone who had ever lived. Every idea, every dream, every passing thought. They whirled and eddied as the waters carried them, forever colliding and forming new shapes. Echolings. Created from the echoes of memories. Mostly, they flitted in and out of existence like ghosts but sometimes, when a passing submarine whipped up the waters, they could become solid – not for long, but long enough to cause some serious damage.”

## DISCUSSION QUESTIONS:

1. What colours and shapes do you think you would expect to see if you were standing beside the river?
2. The three-headed crocodile appeared and disappeared quickly. What other mythical creatures do you think might exist in the river between worlds? Describe one of these creatures and its unique abilities.
3. How would you feel about living in a world that was directly connected to the river between worlds? What advantages and challenges might come with such a location?
4. The extract mentions that the river’s waters contain the memories of everyone who has ever lived. How do you think this happens? Do you think the river has some power that collects these memories?
5. Imagine you accidentally fell into the river, and your memories started transforming into echolings. What kind of echolings do you think your memories would create, and how would they behave?
6. If the river between worlds joins different worlds together, do you think there are other ways to travel between worlds? How would you imagine travelling between worlds?
7. The river between worlds is described as ‘joining all one thousand and one worlds together’. What do you think rivers represent in our world? How do they connect different places and people?
8. Can you think of any real rivers on Earth that have special names or meanings attributed to them? What are some of the unique characteristics of these rivers?
9. What are some of the ways in which rivers play a crucial role in shaping the landscapes of our world?
10. In the story, the river is described as a place of constant change and transformation. How do rivers change over time in our world and what natural processes contribute to these changes?

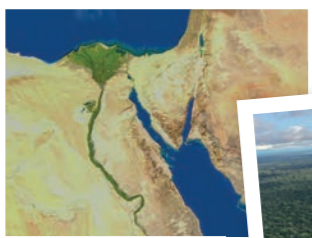
# ACTIVITY 1: REAL-WORLD RIVERS

- Begin the lesson by showing the class images and videos of different rivers from around the world. Discuss the key features of rivers, such as their source, flow, tributaries and where they empty into (e.g. lakes, seas, oceans).
- Next, ask them to share what they know about rivers and why they are essential for the environment and the communities that live near them. Create a mind map on the board, featuring the main points discussed.
- Introduce the extract to the students and read it aloud together. Encourage them to use their imagination to visualise the magical river between worlds.
- Discuss the magical elements mentioned in the extract, such as the three-headed crocodile, the silver branches with rainbow leaves and the echolings. Relate these elements to the unique characteristics of real rivers and how they sustain life and inspire stories.
- Review the magical elements from the extract and ask the students to create their own magical river with unique features. They can draw and describe their river in writing, using the activity sheet.
- Encourage children to use their knowledge of real-world rivers to make their magical rivers more believable.
- In small groups, have them share their magical rivers with each other. They can discuss the similarities and differences between their rivers and how they connect to the themes of the extract.
- Gather the class back together and draw their attention to the different names of the magical river mentioned in the extract: Lethe, Lath and Lithey. Ask them if they notice any similarities or patterns among these names.
- As a class, discover the origins and meanings of these names. Find out if these names have any significance in mythology or literature.
- Using a map of the UK or a world map, observe and label the locations of local, national and international rivers. Discuss the significance of rivers in shaping landscapes and supporting communities.
- After this, task them with researching the etymology of the names of these rivers. They should explore the languages and cultures from which these names originated. For example, Nile – (Greek) Neilos, in mythology he was the ‘god of the Nile’; Thames – (Latin) Tamesis, from Brythonic meaning ‘dark river’; and Clwyd – (Welsh) meaning ‘hurdle’.
- Once the research is complete, facilitate a class discussion about the diverse origins and meanings of river names. Encourage students to share interesting facts they discovered during their research.
- Challenge the children to come up with a name for their magical river created earlier and explain the inspiration behind their chosen name. They can present their ideas to the class.

# ACTIVITY SHEET 1: MY MAGICAL RIVER

## DESIGN YOUR MAGICAL RIVER

Draw your  
design here!



AN AERIAL VIEW OF THE  
NILE DELTA, EGYPT



THE AMAZON RIVER, BRAZIL



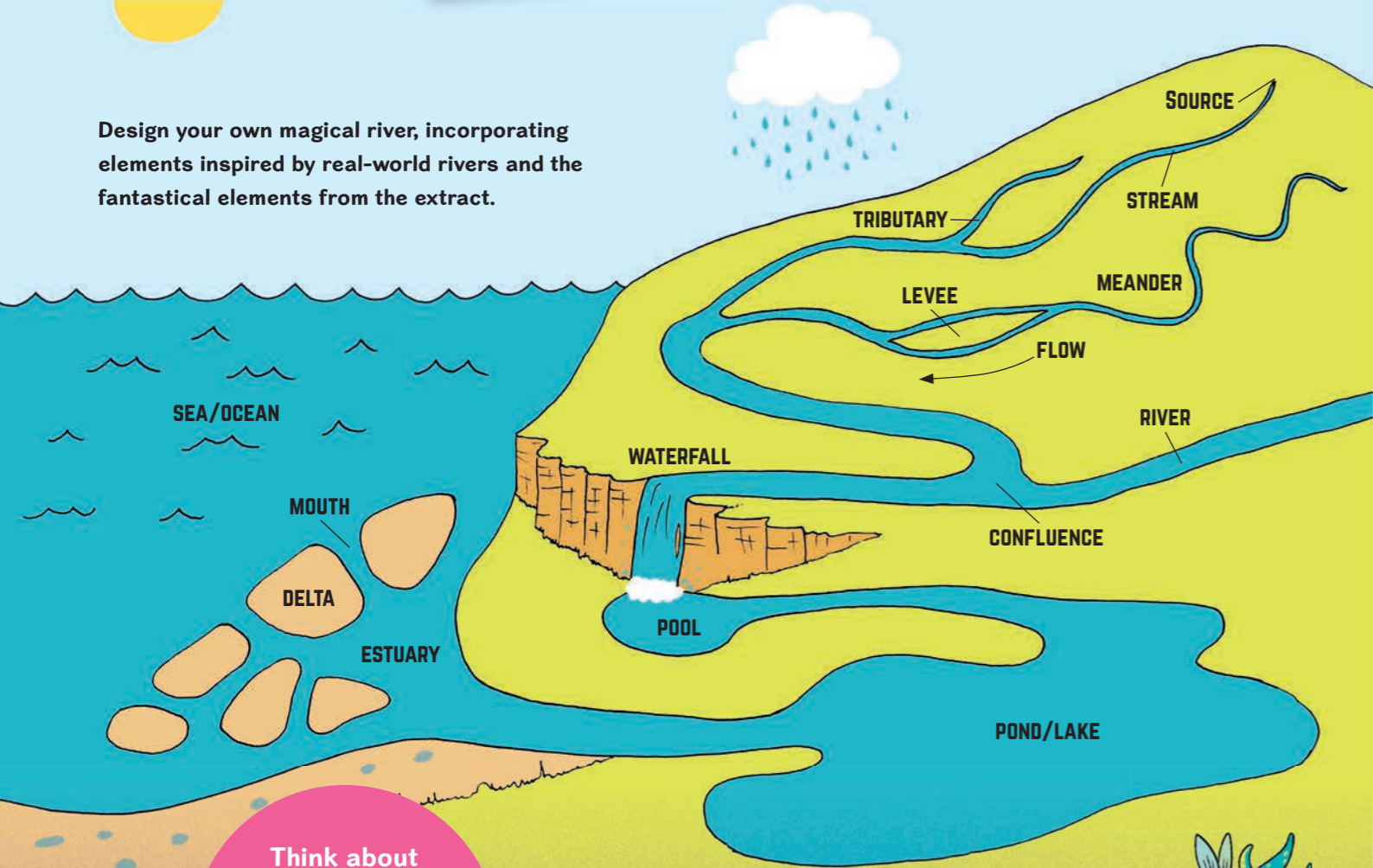
XILING GORGE, YANGTZE  
RIVER, CHINA



A MAP OF THE RIVER THAMES,  
LONDON, ENGLAND



Design your own magical river, incorporating  
elements inspired by real-world rivers and the  
fantastical elements from the extract.



Think about  
how these  
elements could be  
incorporated into  
your own magical  
river design.

Which unique  
features and  
magical elements  
will you include?

MY MAGICAL RIVER IS CALLED: \_\_\_\_\_

What was the inspiration behind your chosen name? How does it reflect the magical elements you incorporated?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# EXTRACT 2A: PERISCOPE PEEK

(PAGE 86)

“The control room felt much smaller with two extra people and a large excited danger plant. Argo and Belladonna sat down. Fern sat in Tapper’s chair so he had to stand.

‘You might as well have a go at the periscope rather than just standing about,’ Belladonna said. She pressed a button and the silver periscope column unfolded from the ceiling. Tapper squinted through the eye-slit. Officer Castor had climbed onto the dock and was wringing water out of his jacket. Other SMILE guards ran out to join him.

Fern elbowed Tapper aside to look. ‘No sign of the lobsters,’ she said. ‘I think we lost them. Who were they?’ ‘I’d like to know that too,’ Tapper said.”

# EXTRACT 2B: THE BOLDLY GOES

(PAGE 107)

‘She hadn’t had a chance to look properly before. The Boldly Goes wasn’t like any of the modern submarines she’d studied in books. The control room was narrow, fitted with consoles along one side. Argo and Belladonna sat in front of them, and Tapper was hunched in the corner in a third chair. Beyond the open doorway, Fern could see the tiny living area and the ladder leading up to the hatch. They must have stopped making this model of submarine at least twenty years ago, she thought. The whole thing could do with an update: new controls, a coat of paint. In fact, it might be cheaper to scrap it and start again. Still, there was something about it that she liked. It felt ... lived in. Like Dad’s shop. It wasn’t the trendiest place in town, but it was home.’

## DISCUSSION QUESTIONS:

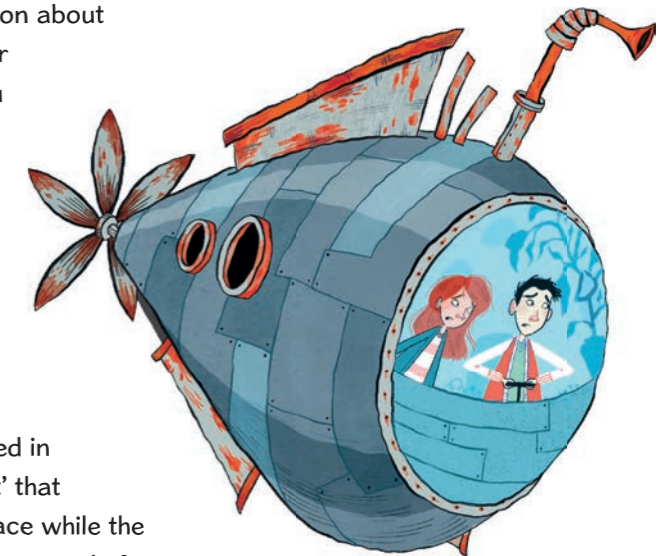
1. What is the name of the submarine mentioned in the extract?
2. Compare the Boldly Goes submarine to the modern submarines Fern studied in books. What are some of the differences between the Boldly Goes submarine and modern submarines?
3. Periscopes are commonly used on submarines. Why do you think these underwater giants need periscopes to navigate their surroundings? Can you think of any other situations or places where a periscope might be useful?
4. How do submarines navigate underwater and know where they are going? How do they also protect themselves from enemies or threats while underwater?
5. Imagine you’re in the control room with Fern, Tapper, Argo, Belladonna, and a large, excited danger plant. How do you think the room would feel with so many people and a lively plant around?
6. If you had a mini periscope, where would you like to use it to explore?
7. Pretend you are a young inventor explaining the concept of a periscope to your friends. What would you say to them to describe what a periscope is and how it works?
8. Why does Fern think the Boldly Goes submarine might need an update or to be scrapped? What are some of the special features that a modern submarine might have that the Boldly Goes might not have?
9. If you were on the submarine, what would you want to explore first? The control room, the living area, or the hatch?
10. If you could design your own submarine, what features would you include?

# ACTIVITY 2: SECRET SEA SCOPES

## IMPORTANT NOTE:

This lesson requires additional equipment to enhance the learning experience.  
Refer to the activity sheet for a detailed list of the materials needed for the activities.

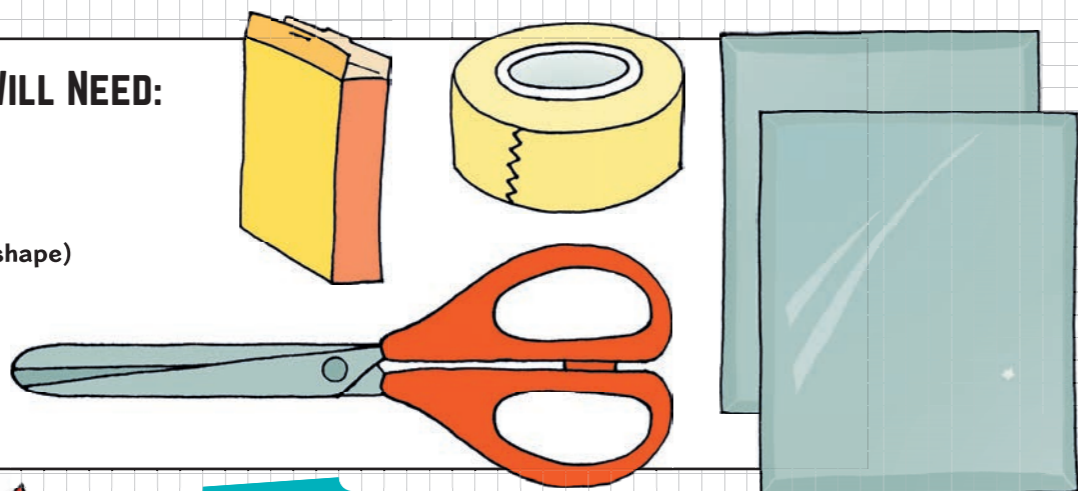
- Start the session by setting the stage for an exciting adventure. Tell the class that today, they will embark on a journey to explore the deep sea and learn about an essential tool used in submarines known as a periscope.
- Introduce Extract 2a from the story. Briefly explain that the characters are on an adventure in a submarine’s control room and using a periscope to navigate and gather information.
- After reading the extract, engage the students in a discussion about submarines. Begin by asking questions to assess their prior knowledge and to introduce the topic, such as: What do you know about submarines? What do they do? How do you think submarines travel underwater?
- Explain that submarines are special watercraft designed to operate underwater. Their purpose is to explore the depths of the ocean, conduct research, perform military missions and travel undetected beneath the sea’s surface.
- Discuss the concept of a periscope as an essential tool used in submarines. Emphasise its function as a ‘seeing instrument’ that allows submariners to view objects above the water’s surface while the submarine remains submerged. Describe how the periscope extends from the top of the submarine and enables the crew to scan the surroundings for potential dangers or targets.
- Display images or videos of them in action to provide visual context and enhance understanding. Or if possible, present a real periscope to the children or use a large model that clearly displays the components – the long tube, two mirrors and the eyepiece – to show how it works scientifically.
- Explain that the mirrors are placed at specific angles (usually 45 degrees) to facilitate the reflection of light. Emphasise that when light hits the first mirror, it bounces off at a 90-degree angle, and then, when it reaches the second mirror, it bounces again, exiting the periscope at another 90-degree angle.
- Encourage the children to think about other situations where a periscope’s ability to see without being seen could be useful. For example, in wildlife observation or even in a game of hide-and-seek!
- Divide the class into small groups and distribute the activity sheet of instructions to each. Instruct them to read the instructions carefully and follow the step-by-step guide to create their own periscopes. Assist the children as they cut, fold and assemble their periscopes using the provided materials.
- Once the construction of their periscopes is complete, inspire the children to test their creations in various settings, either within the classroom, around the school premises or outdoors. Prompt them to share their observations of what they see through the periscope and their feelings while experiencing a unique perspective of their surroundings. They could also record their responses from different locations, like peeking around corners and other hidden spots.



# ACTIVITY SHEET 2: PERISCOPE PLAYTIME

## MATERIALS YOU WILL NEED:

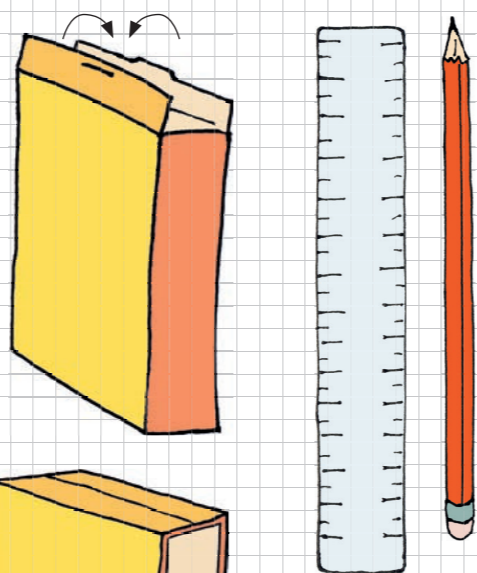
1 empty cereal box  
2 small mirrors  
(rectangular or square shape)  
Scissors  
Tape  
Ruler  
Pencil



### STEP 1

#### Prepare the Cereal Box

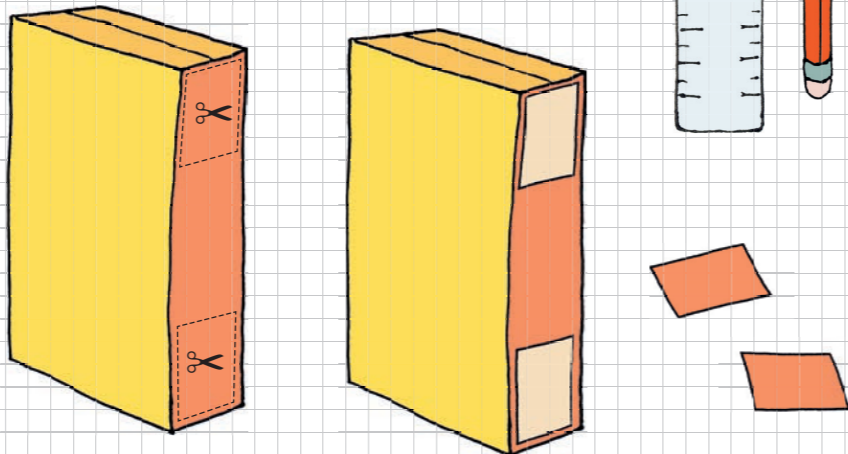
Take an empty cereal box and close the top flaps. Ensure the box is clean and dry before starting the activity.



### STEP 2

#### Measure and Cut

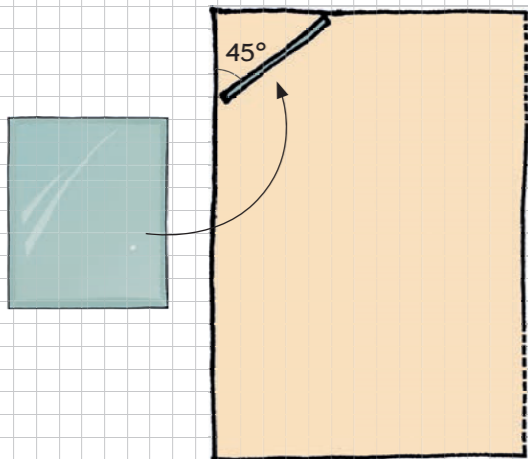
On one side of the cereal box, use a ruler to draw two squares or rectangles, one near the top and another near the bottom. Ask an adult for help, then carefully cut out these two squares using scissors. These will be the openings for the mirrors.



### STEP 3

#### Attach the Mirrors

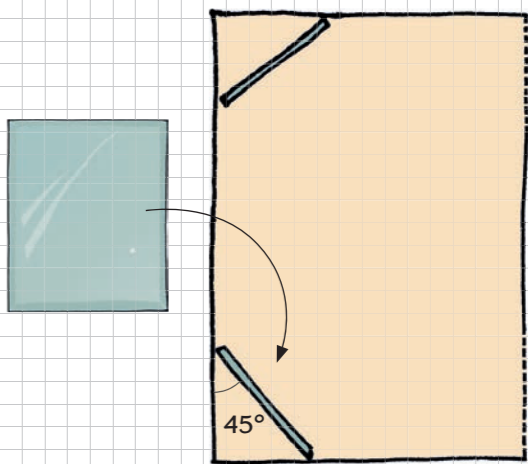
Take one mirror and place it at a 45-degree angle inside the box, opposite the top square opening. Use tape to secure the mirror in place. Make sure it reflects light towards the other end of the box.



### STEP 4

#### Second Mirror Placement

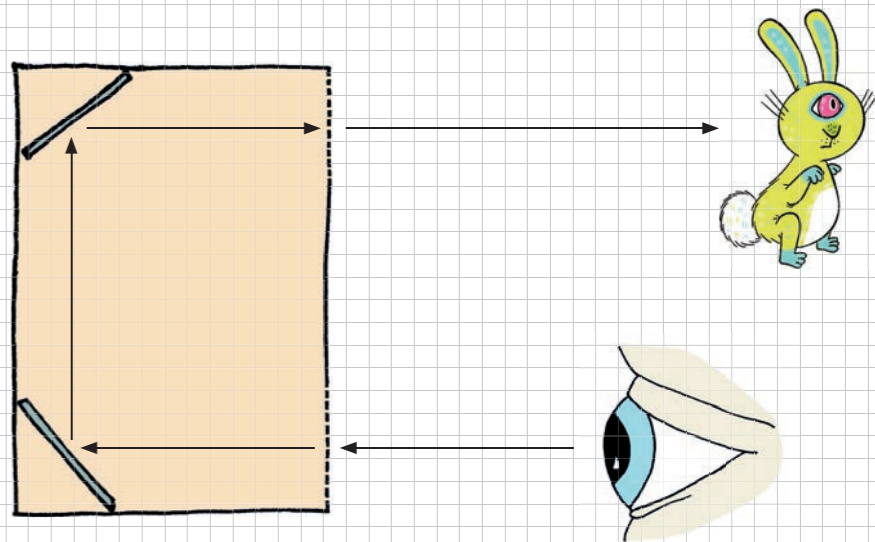
Now, take the second mirror and position it at a 45-degree angle inside the box, opposite the bottom square opening. Tape the mirror firmly in place, ensuring it reflects light upwards.



### STEP 5

#### Align the Mirrors

Hold your periscope up to your eyes and look through the bottom opening. Adjust the mirrors if needed so that you can see the top opening clearly.



## CONGRATULATIONS!

You've just made your very own periscope! To use it, hold the periscope close to your eyes and look through the bottom opening. Point the top opening at different objects and you'll see them from a whole new angle. Have fun exploring with your periscope!

### STEP 6

#### Share Your Experience

Draw or write about what you observed using your periscope. Did you spot any hidden objects? How did it feel to see things from a different angle?

# EXTRACT 3: MARINE MEMORIES

(PAGE 107)

“Her belt snagged on something. A moment later, she realised that ‘something’ was Dad.

‘This brings back memories,’ he said, sounding happy and excited. ‘Look, Francesca.’

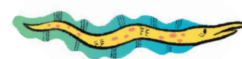
Fern risked opening her eyes. She gasped.

The water was one huge explosion of colour. A flock of purple seahorses appeared outside the window and pecked at the glass before dissolving and spinning away in glittering streaks. A rainbow became a snake and the snake turned into a modern electric oven with saucepans boiling on the hob, then the whole thing shattered into fireworks. Faster than she could keep track of, dragons and centaurs, cars and sailing boats, baskets of fruit and plates of sandwiches appeared and disappeared.

‘Echolings,’ Dad said. ‘All of them made from the memories of people. Anything you can imagine will appear out here one day.’

A yellow sheep with blue wings turned somersaults.

If you can think it, it exists. Fern had the SMILE motto on a T-shirt back home. For a second she felt light-headed, as if the submarine’s gravity had destabilised. She was a long, long way from home now. She tore her gaze away from the windows for a moment to look around the control room.”



## DISCUSSION QUESTIONS:

1. How did the author create a sense of wonder and excitement in this extract? Which part of the passage made you feel most curious or amazed?
2. What was Fern’s initial reaction when she saw the water outside the submarine’s window? Describe the colourful and magical things she witnessed.
3. Fern’s dad said that anything you can imagine will appear out in the magical world. Can you think of something unique and original that you can imagine that might exist in this world?
4. The Echolings are made from people’s memories. What memory do you think might have created the yellow sheep with blue wings?
5. Fern had the motto ‘If you can think it, it exists’ on her T-shirt. What does this motto mean to you? How might it apply to your own life or imagination?
6. In this extract, the author uses a lot of creative descriptions to bring the magical world to life. Can you think of another way to describe the appearance of the dragons, centaurs, and other creatures Fern saw?
7. Do you think the idea of Echolings could be real in our world? Why or why not?
8. Fern’s adventure made her feel a long way from home. Describe a time when you felt far away from home and how you coped with it.
9. How would you feel if you were in Fern’s shoes, exploring this amazing underwater world? Would you be scared, excited, or both? Why?
10. Fern’s adventure shows how amazing our imagination can be. Can you think of a real-life invention or discovery that started from someone’s imagination?

# ACTIVITY 3: THE POWER OF IMAGINATION

- Engage the class by reading the extract aloud, followed by an open invitation to share their initial thoughts and impressions about the passage. Prompt them to reflect on any personal experiences of vivid dreams or moments that evoke strong memories.
- Relate their personal experiences to the extract from the book, highlighting Fern’s special moment when she witnessed a vibrant world filled with magical ‘Echolings’ crafted from memories and imagination.
- Define memories and imagination, explaining that memories are recollections of past experiences stored in our minds, while imagination is the creative ability to form new ideas, images or concepts that may not exist in reality. Emphasise how both play vital roles in shaping our perceptions of the world.
- Capture children’s curiosity by drawing their attention to the phrase ‘If you can think it, it exists’ from the extract. Encourage them to reflect on its meaning and ask whether they agree with the idea that if they can imagine something, it can exist in some form.
- Building on the previous discussion, encourage them to share examples of things they have imagined or dreamed about that might not exist in the real world.
- Prompt them with questions such as: What is something you’ve imagined that would be really cool or magical if it existed? Can you think of something you’ve seen in a movie or read in a book that you wish could be real?
- Also, discuss the fascinating world of inventions and how many great ideas originated from someone’s imagination. Highlight that even seemingly impossible ideas can lead to groundbreaking discoveries.
- Distribute the activity sheet to each child. Ask them to use their imaginations and write a short paragraph or illustrate their dream ‘Echoling’ based on something they’ve thought of or imagined. Encourage them to be as detailed as possible, describing its appearance, abilities and characteristics.
- After they have completed their dream ‘Echolings,’ divide the class into small groups or pairs. Have them take turns sharing their dream ‘Echolings’ with their group members. Encourage them to ask questions or provide positive feedback on each other’s imaginative creations.
- Next, bring the class back together and facilitate a discussion about how imagination and creative thinking can be applied in real life. Ask questions such as: How can imagination help us solve problems or come up with new ideas in our everyday lives? Can you think of any professions or jobs where imagination plays a crucial role? Guide the conversation to explore the significance of imagination in various aspects of life, including science, arts, technology and more.
- As a follow-up to the lesson, assign a creative task, such as drawing or writing about a real-life problem they would like to solve using their imagination and creative thinking.

# ACTIVITY SHEET 3: CREATE YOUR OWN ECHOLING

Use your imagination to design and describe your ‘Echoling’.

Do you remember Fern’s magical encounter with ‘Echolings’ in the book?  
Let’s use our imaginations to create our own!



Write a description of your ‘Echoling’.

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What inspired your ‘Echoling’? How does it show your imagination?

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# EXTRACT 4: THE GLOBAL TRAGEDY

(PAGES 126–128)

“It is the Sanctoctium of Acheron,’ one of the octopods said. ‘It is where we remember the octogods who created the worlds. They came from the river Acheron: octopods with tentacles of darkness and eyes of flame. They created Zymandia and they liked it so much they made another thousand worlds exactly the same. But then the Global Tragedy happened.’

‘The Global Tragedy?’ Dad asked.

‘The Great Loss of Brains and Limbs,’ the octopod said. ‘The gods left this space and withdrew to the river Acheron. One by one, the worlds departed from the perfect form. Eight-limbed creatures became six-limbed, and then...’ the octopod gave a visible shudder. ‘Four-limbed.’

‘That’s ... very interesting,’ Fern said. ‘We have a river Acheron in Earth legends too, don’t we, Dad? Acheron is the river of shame, the Lethe is the river of forgetfulness, Styx is death, Phlegethon is fire and Cocytus is weeping. SMILE is still looking for the other rivers. Not everyone thinks they exist, though no one thought the Lethe existed until we found it.’

The octopods shook their tentacles and quivered. ‘Your legends are silly. There are eight rivers. Lethe, Acheron, Exora, Adda, Stygos, Hafren, Cerist and Nyx. You will see. One day the Great Octarchy will return and remake the worlds in their proper form. You will all have eight legs and nine brains again.’

‘I’m happy the way I am, thanks,’ Fern said.

‘That’s because you’re a silly human.’ The octopod tried to pull the towel off her head. Fern was glad when the whole group drifted away and the Sanctoctium of Acheron was far behind them.

‘Your Earth legends don’t sound very happy,’ Tapper said. ‘Death and fire and weeping.’

‘Those are just some of them,’ Fern said. ‘We’ve got lots of others. There’s Hercules who killed a dragon called a hydra, which had heads that kept growing back; Perseus who killed a monster who had snakes instead of hair; Theseus who went into a labyrinth and killed a half-man, half-bull monster...’

‘So, basically, your stories are all about people killing monsters.’

‘Those are the best ones, yes.’”

## DISCUSSION QUESTIONS:

1. Who are the octogods and what did they create in the story?
2. Why did the octogods like Zymandia so much that they made a thousand worlds exactly the same?
3. What is the ‘Global Tragedy’ mentioned in the story? Why did the gods leave their creation?
4. How did the creatures in the worlds change after the Global Tragedy, according to the octopod?
5. Fern mentions the Earth legends of various rivers, such as Acheron and Lethe. Can you name any other famous legends or stories from Earth?
6. The octopods believe that one day the Great Octarchy will return and remake the worlds. Do you think this is possible? Why or why not?
7. Fern says she’s happy the way she is, even though the octopods believe humans are ‘silly’. Why do you think it’s important to be happy with who you are?
8. The octopods don’t think highly of Earth legends. How would you feel if someone were to criticise the stories or legends from your culture or background?
9. The octopods and Fern have different ideas about what makes a good story. Fern believes stories about killing monsters are the best ones. What kind of stories do you enjoy the most, and why?
10. This story features a mash-up of Greek mythology and science fiction. If you could create your own mythical/ science fiction world, what would it be like and what creatures or beings would live there?

# ACTIVITY 4: SCI-FI SAGAS

- Begin by reading the extract aloud, prompting the class to visualise the octopods, the Sanctoctium of Acheron and the mythical worlds described. Use this opportunity to discuss the concept of Greek mythology and sci-fi elements both in the story and in a broader context.
- Explain that Greek mythology consists of ancient stories, legends, and myths created by the ancient Greeks to explain natural phenomena, human behaviour and the world around them. These myths often feature powerful gods, heroic demigods, and fantastical creatures like dragons and monsters. Can any children name any Greek mythological characters?
- Then, talk about sci-fi, which stands for science fiction, as a genre set in the future or other worlds, involving advanced technology, space travel, and sometimes even aliens or robots. Emphasise how sci-fi sparks the imagination about possibilities in the future or different dimensions. Ask them to share any examples of sci-fi books, movies or TV shows they know.
- Inspire the students by sharing that they will combine Greek mythology and sci-fi elements to create their own unique short mash-up style story, taking inspiration from the author, Claire Fayers.
- Encourage students to unleash their creativity by inventing their own characters, creatures, and plot twists. Remind them that their stories can have heroes or heroines, akin to famous Greek mythical figures like Heracles, Perseus, Theseus, Pandora, Ariadne, or Athena, but set in a futuristic, space-faring environment.
- Offer examples of how Greek mythological characters and settings could interact with sci-fi elements, such as Ares, the god of war, piloting a colossal robotic suit in an intergalactic battle; Medusa, with her snaky hair, working as a futuristic space explorer capable of transforming alien species; or a futuristic labyrinth with high-tech traps and challenges that a modern-day Theseus must navigate.
- Encourage them to work individually or in pairs, using the activity sheet to jot down their story ideas, draw illustrations and outline key elements of their tale.
- During the brainstorming process, circulate the classroom, providing guidance and encouragement. Ask thought-provoking questions like 'What challenges might your main character face while travelling across these different worlds?' to help them develop their ideas further.
- After brainstorming, review the key structural elements of a story: introduction, rising action, climax, falling action, and resolution. Allow ample time for students to write their mash-up stories and invite them to illustrate scenes from their narratives. Alternatively, they could produce comic strip-style stories.
- Once the children have completed their stories and illustrations, facilitate a sharing session where they can present their work to the class by reading aloud or showcasing their artwork. Children could also form small groups and swap stories to read and discuss, fostering collaboration and appreciation for each other's work.
- Optional extension: Organise a 'Mythological Mash-Up Gallery' where children's stories, illustrations or comic strips are displayed, allowing the entire school community to admire their creations.

# ACTIVITY SHEET 4: MY MYTHOLOGICAL MASH-UP

Write your own mash-up tale using key elements of Greek mythology and sci-fi.

**Begin by jotting down your ideas:** Describe the setting and main characters, draw illustrations, and outline which elements of Greek mythology and sci-fi you're using. Be creative!

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Draw  
illustrations  
of the main  
characters.

You can write  
short descriptions  
and label your  
sketches.

Think about  
character  
interactions  
and plot  
development.

How does your mythical world setting look?

**What about  
dialogue for  
crucial scenes?**

**Plot Outline:** Outline the key elements of your story's plot, including the introduction, rising action, climax, falling action and resolution.

# CURRICULUM FOR WALES

### PROGRESSION STEP 3 (WALES)

## LANGUAGES, LITERACY AND COMMUNICATION

**Expressing ourselves through languages is key to communication.**

- I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.
- I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.
- I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.
- I can respond to others' points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen.
- I can write legibly and fluently.
- I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.

**Literature fires imagination and inspires creativity.**

- I can comment on literature and make connections between what I hear, read and view.
- I can use my knowledge of writing styles and the features of different literary genres to create my own work.
- I can use my imagination and experiment with language to create my own literature.
- I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature.
- I can make connections between what I hear, read and view.
- I can show empathy when responding to literature and understand that others may have different views from mine.

## SCIENCE AND TECHNOLOGY

**Forces and energy provide a foundation for understanding our universe.**

- I can explain how the properties of sound and light will affect how they are experienced.
- By manipulating the properties of sound and light, I can produce a desired effect.

## HUMANITIES

**Our natural world is diverse and dynamic, influenced by processes and human actions.**

- I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.
- I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.
- I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons.
- I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.

## EXPRESSIVE ARTS

**Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.**

- I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.

# NATIONAL CURRICULUM OBJECTIVES

## KEY STAGE 2 (ENGLAND)

### ENGLISH – SPOKEN LANGUAGE

Pupils should be taught to:

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions.

### READING – COMPREHENSION

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

### WRITING: COMPOSITION

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or keywords, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils.

### SCIENCE

Pupils should be taught to:

- Notice that light is reflected from surfaces
- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

### GEOGRAPHY

Pupils should be taught to:

- 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
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

### ART AND DESIGN

Pupils should be taught to:

- 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].

# ADDITIONAL ACTIVITIES AND IDEAS

- **Build a Submarine Model:** Provide craft supplies like cardboard, paper, plastic bottles, and paint. In pairs or groups, children can create their own submarine models. Encourage them to be creative with unique designs, add features like periscopes and propellers, and decorate the submarines with colours and patterns of their choice.
- **Submarine Technology Research:** Guide the children in researching the fascinating technology behind submarines. Assign them topics like sonar, periscopes, ballast tanks, and airlocks. They can use books or age-appropriate websites to gather information and present their findings to the class.
- **Submarine Science Experiment:** To demonstrate buoyancy, provide a clear container filled with water. Each child can make a simple submarine using a plastic bottle and add weights like marbles or pennies to adjust buoyancy. They can observe how the submarine floats or dives based on the added weights.
- **Virtual Submarine Tour:** Utilise technology to take the children on an exciting virtual tour inside a real submarine. Access interactive virtual tours available through museums or educational websites. The children can explore different compartments and learn about the daily life of submariners.
- **Design the Nemo Machine:** Talk more about the mysterious Nemo Machine from the book. Encourage the children to use their imagination and drawing skills to create their version of the Nemo Machine. They can write descriptions of its unique abilities and purposes.
- **Write a New Chapter:** After reading the adventures of Tapper, Fern, and Morse in the book, let the children become authors themselves. They can brainstorm and write a new chapter that continues the characters' journey. Encourage them to include new challenges, allies or worlds to explore.
- **Conversation with a Talking Plant:** Create a humorous script or dialogue outline for your conversation with Morse. Make sure it aligns with the personality of the plant described in the book, where it speaks in single sentences and frequently misunderstands things.
- **Create a Greek God or Goddess Profile:** Assign each child a Greek god or goddess and have them research and create a profile page with information about their assigned deity. Include details about their powers, symbols, and the stories associated with them.
- **River Exploration Trip:** If there's a river or stream nearby, plan an educational trip to visit it. During the trip, encourage the children to observe the river's flow, the types of plants and animals around it, and the impact of the river on the surrounding landscape.
- **Underwater Adventure Stories:** Spark the children's imagination by setting the scene for an underwater adventure. Ask them to write or draw their own captivating underwater stories. They can describe the submarine's mission, encounters with friendly or mythical sea creatures, and exciting discoveries in the depths of the ocean.

