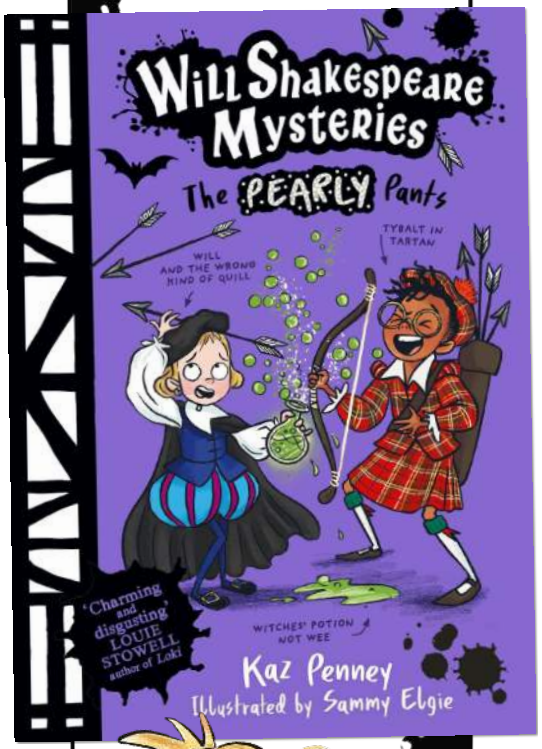
LKS2 Curriculum Ideas Map



English - Reading

Solving the Mystery

- Sequence the journey from accidental volunteering to Dunkin's disappearance, the investigation and final reveal.
- Retrieve clues about the red liquid, haggis, Pearly Pants, cart, red wig and planted evidence.
- Distinguish evidence from suspicion; identify red herrings and update theories as evidence changes.
- Infer the motives and feelings of Will, Tybalt, Gilbert, Macfluff and Gracious from evidence.
- Summarise chapters and identify the main ideas that matter to the mystery.
- Predict the culprit and justify ideas; revisit predictions as clues are revealed.
- Explore Will's first-person voice and Tybalt's interruptions; explain how they create humour.
- Explain how illustrations, diagrams, labels, type and layout add meaning.
- Discuss effective words and phrases; use context and dictionaries for unfamiliar vocabulary.
- Explore friendship, sibling relationships, bravery, first impressions, prejudice and consequences.
- Compare first impressions with later revelations, using evidence to explain changing opinions.
- Compare characters, setting and prophecies with an age-appropriate Macbeth summary or extract.

English - Writing

Enter the Mystery Writers' Room

- Plan and write a mystery scene with a clear setting, characters, problem, clues and resolution.
- Create suspense and comedy using precise verbs, expanded noun phrases, sensory details and fronted adverbials.
- Use dialogue with correctly punctuated inverted commas to reveal character and move the action forwards.
- Organise paragraphs around changes in time or place; edit for tense, spelling, punctuation and vocabulary, then read work aloud.

The Dunsinane Daily

Report Gracious Dunkin's disappearance or return using a headline, an opening covering the key facts, chronological events, witness quotations and a final update.

Will's Crime-Solving Case File

Present suspects, clues, red herrings and conclusions under clear headings. Explain how each clue supports or weakens a theory.

Letter Home from Scotland

Write as Will, Tybalt or Gilbert about the journey and events at Dunsinane, maintaining a clear first-person voice and selecting details for the recipient.

The Were-Squirrel Field Guide

Create a non-chronological report that separates rumour from evidence, using subheadings, a labelled illustration and cautious modal language.

Will Shakespeare Mysteries
The PEARLY Pants

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English - Spoken Language

The Dunsinane Mystery Stage

- Hot-seat suspects and witnesses; ask relevant questions and answer in role using evidence.
- Hold detective conferences: present clues, build on others' ideas and change theories as evidence changes.
- Perform a comic scene, varying pace, volume, gesture and expression.
- Stage Macfluff's trial; separate evidence from opinion and respond to other viewpoints.
- Explore an age-appropriate Macbeth scene or summary through role play; discuss how the novel changes it.

History

Shakespeare's Britain

- Place Shakespeare, Elizabeth I, Mary Queen of Scots and James VI on a late-16th-century timeline.
- Investigate schooling, clothing, food, homes and sanitation in Elizabethan England during Shakespeare's childhood.
- Compare the coach and sea journeys with evidence about Tudor and Elizabethan travel.
- Explore castles and noble households: which details are plausible and which are comic invention?
- Investigate witchcraft beliefs; separate historical belief from fictional stereotype.
- Check references to James VI, Scotland and England using sources; spot deliberate comic changes.

Art and Design

Illustrating Mystery and Comedy

- Study Sammy Elgie's use of line, expression, scale and viewpoint to make characters appear funny, suspicious or threatening.
- Sketch the same character as "suspicious" and "innocent", changing pose, expression and composition.
- Create a visual suspect board with character portraits, symbols and clue annotations.
- Retell a key scene as a comic strip using panels, speech bubbles, captions and sound effects.
- Design an alternative cover that communicates mystery, comedy and the Scottish setting.
- Review and improve artwork using feedback and agreed success criteria.

Geography

Journey to Scotland

- Locate England, Scotland, Stratford-upon-Avon, King's Lynn and Berwick-upon-Tweed using maps and atlases.
- Trace the book's journey and describe directions using compass points and geographical vocabulary.
- Identify physical and human features along the journey from Stratford-upon-Avon to King's Lynn and onwards towards the Scottish border.
- Use map scales to compare approximate distances between key locations and discuss why historical travel took so long.
- Compare modern routes and transport with Will and Tybalt's coach-and-ship journey.

Computing

Digitial Detectives

- Create a branching mystery in Scratch where choices reveal clues and lead to different conclusions.
- Build a digital suspect board or timeline linking evidence to characters with text and images.
- Research Shakespeare, James VI or Tudor travel using child-appropriate sources; record where information came from and check reliability.
- Design a digital newspaper front page or presentation for a clear audience, then review and improve it.

PSHE

Friendship, Courage and First Impressions

- Explore how Will and Tybalt cooperate, disagree and recognise each other's strengths.
- Discuss Will's jealousy of Gilbert and how it changes when his brother needs him.
- Consider Macfluff's feelings about being abandoned while recognising that feelings do not excuse harmful choices.
- Challenge first impressions of the English, Scots, witches and Macdeath; practise changing views when evidence changes.

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