Teacher: Miss O’Gorman Topic: Earthlings

Text: Cosmic / Stanley in Space / Tabula Rasu Genre: Science Fiction Stories

Grammar warm up – Adverbials for time e.g – several hours later

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|  | Intent | Implementation | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest(1 session) | LO: To be able to express my ideas audibly and clearly when making predictions.  | <https://www.youtube.com/watch?app=desktop&v=hbJrqZaB4oI>Create interest in the science fiction genre by showing short science fiction film clips or a compilation such as this YouTube clip. How might these images depict ‘life in the future’? Use the jigsaw technique to support and organise discussion as follows: Discuss each area, e.g. food, transport, school, homes, leisure. CT to model an example – remind children of standard English.  | Children to write their own prediction based on what the future will be like in 200 years – use categories as subheadings.  | * Children will be able to include a simple introduction and conclusion.
* Children will be able to express their ideas clearly and audibly.
* Children will be able to use Standard English e.g. avoiding use of slang words like ‘stuff’, inappropriate use of ‘like’ etc.
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| Reading and Responding (1 session) | LO: To find evidence from the text to support my views.  | Read through ‘The Fun they had’ by Issac Asimov. Model and use book talk to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether…Maybe…At first I thought…but now*…Discuss / make comparisons based on the futuristic school and school today.  | Children to use PEE to explain how they know the school is set in the future. This is a futuristic school because…I know this because in the text it states…This means that...Children to also make comparisons based on a school of today and futuristic school.  | * Children will be able to find evidence from the text to support their views.
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| Reading and Analysing(1 session) | LO: To use my knowledge of prefixes to help understand word meanings.  | Focus on vocabulary exploring, where appropriate, prefixes and the affect these have on the meanings of words, e.g. cyberman, teleport, intergalactic, transoceanic, automaton, antibiotic. Prefixes to explore might include the following:

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| **Prefix** | **Meaning** |
| auto | self |
| tele | distance/far |
| anti  | against |
| inter | between |
| trans | across |
| cyber | computer based |

Collect any useful examples on the working wall for use during the writing phase. | Collect examples / class discussion. Complete worksheet task based on prefixes.  | * Children will be able to use their knowledge of prefixes to inform their understanding of word meanings.
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| Gathering Content(8 sessions)  | LO: To analyse a short film.  | Watch the science fiction film – Tabula Rasu. Pause at different points to comprehend with children. Focus discussion points;What does the camera portray at the beginning?What type of atmosphere is created at the start of the film?What is the importance of the sunlight in the clip? | Discussion session – discussion based on focus questions. Task – Predictions on how robot got there, why he is there, is he alone, what will happen next etc.  | * Children will be able to develop character through action, dialogue and description
* Children will be able to draw on ideas from reading and film to develop settings.
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| LO: To create a main character for my science fiction story.  | Focus on character descriptions for a main character. Discuss behaviour, speech and appearance. Model how to write a character description using a show not tell technique.  | Write a character description.  |
| LO: To create a timeline of Tabula Rasu.  | Visit the clip of Tabula Rasu again. Discuss how to summarise main parts and describing them in chronological order.  | Children to write a timeline of the story.  |
| LO: To use complex sentences.  | Using a scale, look at levels of sentences and how to develop complex sentences. Start with a basic sentenceAdd an adverbial opener, Add a relative clauseUp level verbs, adjectives and noun phrases  | Children to be given three sentences which link from the film. In mixed ability pairs, up level sentences. * I saw a plant
* I climbed a mountain
* I collapsed in the sun
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| LO: To use dialogue in my writing.  | Revisit grammar – Inverted commas.  | Children to practise writing dialogue.  |
| LO: To identify key features of a science fiction story.  | Look at features of a science fiction story.Create key for a checklist. Read WAGOLL as a class as part of a jumping in.  | Children to highlight key features on a WAGOLL of story.  |
| LO: To describe the setting for my science fiction story.  | <https://www.youtube.com/watch?app=desktop&v=1oDaHRbIDH8>Develop a futuristic setting using images, using ideas drawn from the film. Look at PPT – person, place, things as nouns. State how adjectives describe nouns. Look back at complex sentence scaling and include in model through teaching.  | Describe futuristic sentences using pictures from film clip as an aid.  |
| LO: To write a character description for my science fiction story.  | Using images drawn from the film, think about all that could be described for a character – personalist Include a gadget - Design a futuristic gadget to include in the story. Select an appropriate prefix to form part of the name of the gadget, e.g. *cyber*watch, *auto*writer, *tele*porter.  | Describe character in sentences using pictures from film clip as an aid.  |  |
| Writing(6 sessions)  | LO: To plan my science fiction story.  | Following the teacher’s model, children create their plan using the outline plot pattern created during the gathering content phase.

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| **Opening** | Introduce main character.  |
| Establish setting (future, space colony). |
| Include futuristic gadget. |
| **Build up** | Main character travels back from the future, to the present day. |
| Setting description (modern day, described through eyes of the time traveller). |
| **Problem** | A problem relating to time travel, e.g. how will the main character get back to the future? |
| **Resolution** | The problem is resolved – perhaps using a futuristic gadget. |
| **Ending** | Reflection - what has the main character learned from their experiences? |
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 | Plan story | * Children will be able to plan a science fiction narrative.
* Children will be able to write a science fiction story which includes:
* appropriate use of adverbials for time and place.
* characters presented through action, dialogue and description.
* effective setting descriptions.
* features of the science fiction genre.
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|  | LO: To write a science fiction story.  | **4 sessions**Model section at a time based on previous short story WAGOLL.  | Write story in sections.  |
|  | LO: To edit and improve my writing.  | Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | Edit writing |

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Text: Non-Fiction Texts Genre: Information Booklets

Grammar warm up – cohesion within a paragraph e.g. firstly, subsequently…

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|  | Intent | Implementation | Impact |
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| Creating Interest(1 session) | LO: To be able to talk about information presented in different ways and describe the purpose of the text.  | Look at a variety of texts through shared reading. Children to read, discuss language and share what they have learnt based on one of the texts.Share writing outcome for this unit.  | Read and discuss a non-chronological report and a set of instructions – discuss differences.  | * Children will be able to talk about information presented in different ways.
* Children will be able to describe the purpose of different sections of a text.
* Children will be able to demonstrate understanding of what they have read through oral presentation.
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| Reading and Responding / Reading and analysing. (3 sessions) | LO: To find features from a range of information texts.  | Through shared reading and independent reading, revisit some of the non-fiction text types: Focus on non-chronological reports and instructions. Explore meaning of words in context: *Can you work out the meaning by looking at the sentence? What type of word is it?* Encourage the children to check that the text makes sense to them. Model active reading strategies throughout reading texts. Explain features of a non-chronological report.  | To write a check list of features for a non-chronological report x 2. To write a check list of features for a set of instructions x 2.  | * Children will be able to identify and suggest devices to build cohesion within a paragraph.
* Children will be able to identify the purposes of the six non-fiction text types.
* Children will be able to use a range of approaches to find the meanings of unfamiliar words and explain these in relation to their context.
* Children will be able to demonstrate active reading strategies through generating questions, contributions to discussion and use of reading journals.
* Children will be able to identify the intended audience for a text, giving reasons for their views.
* Children will be able to distinguish between different text types within a booklet, stating the purpose of each.
* Children will be able to identify statements of fact and opinion within a text.
* Children will be able to compare the features of different information booklets.
* Children will be able to summarise their findings and express their opinions for an audience.
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|  | LO: To be able to identify the difference between fact and opinion.  | Re read non-chronological reports. Identify facts. Discuss differences using examples.  | Highlight fact and opinion through a range of worksheet tasks.  |
| LO: To compare the features of different information texts.  | Recap comparisons between non-chronological reports and instructional texts, commenting on the language, structure and presentation and identifying how these contribute to meaning. Record responses on a comparison grid: |

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|  | **Text A** | **Text B** | **Text C** |
| Intended audience. |  |  |  |
| Text types included. |  |  |  |
| Language used, e.g. persuasive, instructional, technical. Give examples. |  |  |  |
| Structure and layout. |  |  |  |
| PresentationComment on use of images, colour, shaping, font, size and effects used for lettering. |  |  |  |

Following completion of the grid, summarise overall effectiveness of the texts explored and present findings to peers |
| Gathering Content(2 sessions)  | LO: To identify my focus questions for research and use a range of skills to gather information.  | Remind the children of the writing outcome for this unit: *using their knowledge and understanding gained through learning opportunities in science to plan, write and make an information booklet about the solar system and/or space travel* | Research session – 2 sessions if needed.  | * Children will be able to identify and suggest adverbials for place, in order to link ideas between paragraphs.
* Children will be able to identify their focus questions for research.
* Children will be able to use a range of research skills to gather information to answer their questions.
* Children will be able to explain the difference between skimming, scanning and close reading and use these skills effectively during the course of their research.
* Children will be able to make notes effectively.
* Children will be able to plan their booklet taking account of the audience and purpose.
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| Writing(6 sessions)  | LO: To write a non-chronological report.  | To write first draft of the report based on a planet. Recap features to be included.  | 2 sessions of write up.  | * Children will be able to write and make an information booklet which includes:

devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.*adverbials for place e.g. *On the side of the helmet …* and numbers, e.g. *Secondly, …*features of the chosen text types within the booklet.an awareness of purpose an audience.* Children will be able to edit and improve their own writing with regard to audience and purpose.
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| LO: To write an instructional text.  | To write first draft of instruction. Recap features to be included.  | 2 sessions of write up.  |
| LO: To edit my writing.  | Model how to edit and improve writing.  | Edit writing in mixed ability pairs.  |
|  | LO: To write the final draft of my information booklet.  |  | 2 sessions for final write up.  |