Literacy Road map

Planet Protectors

**Week 1: - Non fiction fact files – what are they?**

Mon: SPAG and spelling sessions

Tues:

Octopus book and video 1 about Octopuses.

Obsessive about Octopusses: Owen Davey

<https://www.youtube.com/watch?v=6QCF2MeUnKY&t=4s>

Read the page by design – can children use this to write their top 5 facts about octopuses?

Wed:

Look at some more pages from the book and watch video 2 about octopuses.

<https://www.youtube.com/watch?v=vckaanafytg&t=122s>

Look at the poster about Octopuses.

Can children come up with some subheadings for all of the information they have seen about octopuses that could also be used for other sea creatures?

Thurs – Read the Book Big Blue Whale by Nicola Davies

Watch the video of her reading the book and her inspiration.

https://www.youtube.com/watch?v=7ly6qU7k0Mg

Chat with the children what they know about Blue Whales.

Go into the playground and draw a blue whale and the other sea creatures to scale using the scaled sea creature sheet.

Come back into the classroom and write a blue whale size descriptive sentence.

Friday –

Look at the fun facts about blue whales by Treehugger with subheadings as facts and the Blue whale poster fact pages.

Discuss the pro’s and the con’s of the different ways of representing factual information. Why might different ways be used?

Children complete an evaluation sheet on the best ways to share factual information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Fact boxes around illustrations – octopus | Factfile – Blue Whale sheet/octopus sheet | Non Fiction Story – Blue Whale | Bullet points and paragraphs – facts about whales |
| Things that are good |  |  |  |  |
| Things that could be better. |  |  |  |  |

Homework

Children choose an animal that they would like to research and start to make some notes on the sheet.

**Week 2 Writing our own factfiles**

Monday – Spag and spelling session

Tuesday: Children read the facts about Whales and cut up the sheets to make their own factpage/factfile about whales by putting the information into subheadings.

What are the subheadings that can be used?

Habitats/diet/camouflage/special skills/design features etc

Wed – children choose an animal and decide how they want their information to be represented. Look at the summary sheet from last Friday.

Use Kiddle and non fiction textbooks to start to make notes on their creature using the subheading promt sheet.

Thursday – Children continue to research their creature and make notes under the different subheadings.

Model how to take notes and not copy chunks of information that you do not understand.

Friday –

Children create their animal fact page in best for their Topic book. Roll into topic time/morning activity next week if needed.

Homework:

Talk to your parents about your sea creature that you researched. Can you persuade them that your animal is the best thing in the ocean?

**Week 3 – Writing a persuasive speech.**

Monday – Spag

Tuesday – Listen to part of the Brains on: Dolphin v’s octopus podcast discussion.

<https://www.brainson.org/episode/2018/01/30/dolphins-vs-octopuses-showdown-in-the-sea>

We are going to create our own sea animal showdowns. Children are going to use their factfile to create a 2/3 minute speech saying how good their creature is.

Their speech will be pitted in a speech written by another child in the class.

*Script: Today’s battle is going to be ….. v’s ………*

*….. is going to be battled by ………*

*…… is going to be battled by ………..*

*At the end of the chat YOU THE LISTENER must decide which creature is the winner.*

Children discuss in pairs what a speech should include and feed back to the class some persuasive phrases.

…… is the best creature in the sea because….

Believe it or not…… can you believe…… this is the only creature that can…….

…..is a world record beater beacause…….

Wed

Children write their animal speech and type it up on an ipad with large font for reading

Practice reading aloud to a friend to get their opinion on how to improve it.

Thursday – children continue to type their speech up on the ipad

CV start to record completed speeches in pairs in CT’s office.

Chidlren who complete writing while waiting for recording time can go outside to practice reading their speech fluently with expression and persuasive vocabulary.

If finished complete a handwriting activity.

Friday – Listen to some of the speeches from yesterday and see who they thought won the battle and why.

Record the rest of the battles.

Put the podcast battles on the school website.

While recording children can complete another factfile on a second animal.

Homework –

come up with a sentence to describe what single use plastic is.

What do you think about the phrase: No plastic is fantastic!

Week 4 – Chronological reports The impact of single use plastics

Monday

Spag and spellings

Tuesday

What is plastic? Watch the history of plastic video.

<https://www.youtube.com/watch?v=EjIUp6A7GRU>

Can children write a short paragraph about the history of plastic.

Eg plastic was created in the 19……. It was designed to make the lives of people better.

Spag – past tense verbs

Plastic is – plastic was

Women do women did

Plastic makes plastic made

Wednesday

Show children the Fidra poster and show them a handful of nurdles or pics of nurdles.

Read the children Nurdle and relate it to the stages of the Fidra poster.

Children freeze frame the stage of the plastic production in the hall and order the stages in groups from strips of paper.

Thursday

SPAG – time conjunctions on working wall. Children orally use them in sentences.

Look at a chronological report and annotate the features using highlighter.

Title, introductory paragraph, sentences starting with time connectives.

Conclusion.

Friday

Chidren start to write a chronological report about how nurdles are made and lost.

**Week 5 – Writing a persuasive argument**

Monday – spellings and spag

Tuesday

Model how to write a conclusion paragraph.

In conclusion nurdles were not created to damage nature. They were made to make our lives better and easier and are really important for making medicine products. However, nurdles are not being looked after properly and are being lost at all stages of their journey. Nurdles are non the problem, humans are.

Children finish writing their chronological reports about how nurdles are lost.

Wednesday

Spag – exclamations go at the end of something that you want to emphasise. Full stops go at the end of a sentence. ? go at the end of a question. Which of these go on the end of these sentences?

Single use plastic is not fantastic

Plastic can be used to make things

What is plastic used for

Plastic is very good to make medical things

PLastic free helps the sea

What is a single use plastic? A single use plastic is something that can only be used once. Show the children the poster about the big 5 ocean polluters.

Straws, carrier bags, drink bottles, drink cups, …….

Think of slogans to help charities to encourage people to give up single use plastics.

Help the seas be plastic free

Say no to styro

Single use plastic is not fantastic

These slogans would be followed by an exclamation mark to make people sit up and take notice.

Can children come up with their own slogans to help charities.

LA – create a slogan and write it in bubble writing on a placard for the wall.

Rest create their own poster with their eco slogan on it.

Thursday

Look at the picture in the nurdle book about what Nurdles really wanted to be. These were chosen by the children in trinity School.

I can persuade people to my point of view.

If you were a Nurdle which plastic product would you really want to be and why? Think that nurdles just want to make people’s lives easier and better, they do not like being single use plastics.

Children orally discuss their choices using the sentence starter:

If I was a Nurdle I would like to be a ………………. Because. Ask children to really think about their answers and their choices.

Friday

What is th difference between an argument and a discussion?

A discussion is the next step on from your podcast. You take turns to share your opinion and your viewpoint.

Give children a selection of strips that they need to cut out and place on the 3 sheets.

Can they then add their own opinions.

Children have 3 pieces of sugar paper and work in the hall to add answers/arguemnts to each question.

All plastics are amazing/Plastic is the best

No plastic is fantastic

Some plastic is good and some should be banned.

Homework:

Next week we are going to be having a discussion about the pro’s and con’s of plastic and single use plastics. Can you have a discussion at home about what plastic products are good and useful to society and which are considered single use plastics. Is there a place for single use plastic? All opinions are valid so children can form their own decisions.

Week 6 – writing an argument text.

Monday - Spelling and Spag

Tuesday

Add some of the children’s opinions from the home learning to the 3 sugar paper sheets from last Friday.

Put the sheets in the hall and ask children to stand next to te sheet with the opinion they agree with.

See If the children can be divided into 3 equal groups easily. If not some bribery and persuasion may be needed.

In their 3 groups children work together to write 7/8 sentences to back up the heading they have been given. Allocate the strips, one to every child.

Brae and Kai wil be making 3 banners to go behind the 3 groups for the filming with bubble writing and paints.

No plastic is fantastic! Or better if they can think of it

PLastic is the best! Or beter!

Some plastic is good and some should be banned!

Wed

Watch the speech of Greta Thunberg talking. She is emotional, engaged, persuasive.

<https://www.youtube.com/watch?v=VFkQSGyeCWg>

Children practice reading their sentences outloud, with clear expression and loud voices.

Go to the hall to practice reading out the sentences.

Kai and Brae can decide whether to have their own sentences, or they are the children who tell groups whether their sentences can be heard or not.

Make a success criteria for what makes a good way to read aloud.

Clear, slow, eye contact,

Then think how the sentences can be linked together with conjunctions:

However, Sometimes, furthermore, on the other hand, maybe, but, perhaps, etc

Children choose from the sheet which of these to use.

Thursday

Go into the hall to do a mock plastic debate.

Record it for chidren to watch back and give feedback on what they could do better.

Structure the feedback to be positive.

Do the debate again and record it for the website.

David Attenborough plastics watch

https://www.youtube.com/watch?v=IW3jEIYBFzg