



SHAMBLEHURST PRIMARY SCHOOL ENQUIRY PLANNING MODEL

Year Group: 6 2020-21

SHAMBLEHURST PRIMARY SCHOOL



Active Learners	Basic Skills	Creative Learners
<ul style="list-style-type: none"> • Seek out and enjoy challenges • Collaborate with others • To show commitment and perseverance • To assess themselves and others 	<ul style="list-style-type: none"> • To speak clearly and convey ideas • To read and communicate in writing efficiently and effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently, purposefully and safely 	<ul style="list-style-type: none"> • To ask questions to extend their thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives or new solutions • To connect ideas and experiences in inventive ways

<u>Concepts:</u>	<i>Perseverance</i>	<i>Strength</i>	<i>Identity</i>	<i>Diversity</i>
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<p><u>Enquiry Question</u></p>
<p>What does it take to survive?</p>

Mind-map

Global Neighbour

- Exploration of how our lives are connected with people and places across the globe.
- Consider how our actions here can affect the wider world.
- Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues.
- Reflect upon their own behaviour and consider changes they may make as a result.

English – Text drivers: Frankenstein, Moth, Survivors

- Setting descriptions
- Newspaper reports
- Spooky narratives linked to author workshop
- Diary entries
- Replica narrative to Moth
- Mental health and well-being leaflets

*Enquiry question:
What does it take to
survive?*

Lead Curriculum subject 3

Geography

- Position and significance of latitude, longitude, equator, north and south hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic.
- Prime Meridian and time zones.
- World injustices – locations and possible reasons.
- Identifying similar environmental regions on a map – habitats, biomes, climate zones.
- Classification techniques to classify living things.

Lead Curriculum subject 1

Science

- Evolution and Inheritance
- Animals, including humans (specifically the digestive and circulatory systems)
- Electricity

Lead Curriculum subject 2

Art

- Study of Nick Mackman, clay sculptor.
- Drawing techniques including reviewing and adding detail using perspective and composition.
- Clay sculpting
- Explore, develop and evaluate ideas to improve their own art work.

<p>Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?</p>	<p>How? What opportunities am I going to give the children so that they can learn?</p>	<p>Outcomes What will the learning look like? How will the learning be recorded?</p>
<p>Science (linked to Frankenstein and Moth text drivers) Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> Define inheritance. What have we inherited from our parents? Variation - after looking at what we have inherited from our parents, think about how we vary. Define variation. Also look at inheritance and variation in animals and plants. Use BP dinosaur detective activities to support understanding of fossils. Archaeological 'digs' - Children to examine real fossils and unpick what sort of creature they think they came from and why. Use fossil jelly experiment to model how fossils can help us to understand what creatures lived in the past and how long ago based on the rock layers and which layer the fossil was found in. Use the bread fossil investigation to demonstrate how animals that have died are covered up by millions of years of rock layers which essentially squashes them leaving bone impressions for us to find and interpret. 	<ul style="list-style-type: none"> Children to bring in photos of their family - what features have they inherited? Use family examples if photos not brought in. Think about appearance AND personality traits. Children to use a different colour to label the ways in which they (or examples) vary from their parents/family. Consider how we change as we grow older - are there changes in our parents that will likely also happen to us? Children to repeat the task but with given animals and plants - discuss the fact that all these categories are living things - humans, animals, plants. Children to write a brief explanation as to why Frankenstein's monster doesn't follow the same rules for traditional inheritance. Children to take photos of their dig discoveries and record their findings - what do they think it

Use of images to show what giraffe used to look like - shorter necks. We know they are different now thanks to fossils found. Why have they evolved? This takes us onto evolution, adaptation and natural selection.

- What is the theory of evolution and who came up with it?
- How could Frankenstein's monster evolve, change and adapt to live successfully?
- Look at Darwin's finches to study differences. and understand the theory of evolution and natural selection.

<https://www.youtube.com/watch?v=s64Y8sVYjFY&vl=en-GB>. This video adds more info about other species that have also evolved.

- Link to 'Moth' by Isabel Thomas. Children to look at other animals (moth included!) that have evolved over time to give themselves a better chance of survival: owl colours - climate change, less snow (snowy owl - tawny owl); lizards - (Green Anole Lizards) - invasive species threatened them, so they grew stickier feet to allow for higher climbing; salmon - human interference - they migrate earlier due

is? What clues are there to suggest this? Why are the fossils they found so important? How was the fossil made?

- If needed, revise skeletons - how they hold us together/up - discuss how bones would be turned into fossils over millions of years thanks to layers of dirt, stone, rock etc covering them and squashing them!
- Photos of experiments, conclusions and explanations.
- Evolution and inheritance dictionary/glossary.

Animals inc. humans

Y6 objectives

- Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Y5 objectives

- Describe changes as humans develop to old age.

Y4 objectives

- Identify that animals, inc. humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

to warmer oceans temps - climate change.

- Begin by focusing on the digestive system as these children may well have missed this learning in Y4.
- What is the digestive system? Which organs make this system work? How do those organs work together?
- The nutrients in food have to get to every part of the body. The blood transports them. The role of digestion is to get the nutrients in food to dissolve in the blood, if it doesn't dissolve it can't enter the blood and be transported.
- Bread is a carbohydrate and so provides our muscles with energy, but it needs to dissolve in the blood before it can be transported to the muscles. Where in the body does this happen? Does chewing make it dissolve? Does chewing with saliva make it dissolve? Does mixing with acid make it dissolve? They can test all of these things. The point is that one of these things causes bread to dissolve, this happens in the intestines. (They don't need to know how it happens just that this is where it does)
- What is the circulatory system?
- All animals need oxygen to survive. Air is breathed into the lungs where the oxygen in the air is passed into the blood. Every part of animals bodies need oxygen, especially muscles. Muscles need a supply of oxygen and sugar to make

- Use the body t-shirt to show an inside view of our bodies.
- Children keep a food diary for what they ate the previous day. Provide a large torso outline and ask children to annotate what has happened to the food they ate the previous afternoon and evening.
- Complete the bread digestion experiment and write up (differentiated accordingly).
- Children to label (GDS will draw their own model) the blood circulation model:
 - A. The blood circulates around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar.
 - B. The heart pumps blood to every muscles in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles.
 - C. The blood then returns to the heart where it is pumped again.
- Provide children with circularity models that would not be successful in the body - chn to identify the problem with these and provide an explanation.
- Link to electricity - using circuits to create a game that models the

Electricity

Year 6 objectives

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function inc the brightness of bulbs, the loudness of buzzers and the on-off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

Year 4 objectives

- Identify common appliances that run on electricity.

them work, they are supplied this by the blood.

- Link to Frankenstein's monster - what body organs does Victor Frankenstein need to make his monster? How will these organs work together in the circulatory and digestive systems?
- The monster is homeless and alone - how might this affect its body functions?
 - where will he find food, what sort of food might it be?
 - where will the monster sleep/rest?
 - drugs/alcohol - why might the monster turn to these? PSHE link

- Identify common appliances that run on electricity. Link to Geography - injustices - lack of electricity, how some places still don't have electricity in their homes.
- Give children a range of equipment and ask them to make a circuit which will light a bulb/sound a buzzer/move a motor.
- Discuss names of these pieces of equipment and the role they play in allowing electricity to flow and successfully making the lamp light, etc.
- Introduce the circuit symbols - use these to draw circuits.

human body, organs and their functions:

<https://www.bbc.co.uk/bitesize/clips/z28b4wx>

Children to plan their investigations (linked to PE Qs in previous column) then carry them out in PE lessons.

- Play with the circuit equipment - can they make a circuit which will light a bulb/sound a buzzer/move a motor? Give a range of equipment - children to choose what they need to use.
- Draw the circuit made using the correct circuit symbols.
- Provide children with circuit diagrams. Using their knowledge, children to explain whether the lamp will light and explain why. Predict, then make the circuit - was their prediction right? If not, explain where they went wrong.

- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

- Introduce a switch to a circuit to demonstrate how we can cut off the flow of electricity.
- Discuss why we need to 'turn off' electricity or find other ways to produce electricity. Talk about power plants producing electricity by burning fossil fuels. Link to geography, global warming and injustices.
- Concept cartoons to start discussions using scientific language - focus on variations in how components function including the brightness of bulbs, the volume of buzzers and the on/off positions of switches.
- Use of circuit knowledge to create own Frankenstein monster games, eg. 'Operation' game (linked to circulatory and digestive systems), match the organ to the purpose; remove given organ; match organ to name; insert correct organs, etc. Monster eyes could light up, make body part twitch as it comes to life, etc.

- Make switches and use them to demonstrate how they allow us to turn electricity on and off. Add switches to circuits.
- Produce posters to encourage people around school and at home (contact local businesses to ask if we can display posters there too to encourage the community to consider electricity use) to turn things off when they're not using them, e.g. lights and projector off when the room is left.
- Discuss the concept cartoons - Let's Think style, groups (if possible!), ask any child what their group thinks and why - have correct scientific vocabulary displayed to ensure use.
- Link to electricity - using circuits to create a game that models the human body, organs and their functions:
<https://www.bbc.co.uk/bitesize/clips/z28b4wx>

Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Art</p> <ul style="list-style-type: none"> • <i>Further knowledge of clay sculpting (adding to Y5 objective: Create 3D models with clay that are self standing) and how to create texture and pattern.</i> • <i>Drawing: develop drawing techniques using a range of sources, reviewing and adding detail using perspective and composition.</i> • <i>Explore, develop and evaluate ideas: Use knowledge of artists and their work to adapt and develop their own ideas, giving reasons.</i> • <i>Study Nick Mackman - Animal sculptor.</i> • <i>*Nick Mackman's animal sculptures have been widely exhibited and are held in private collections all over the world. In 2015, she won the David Shepherd Wildlife Foundation (DSWF) Wildlife Artist of the Year competition. She has undertaken commissions for British Airways and the BBC Wildlife Photographer of the Year competition. Her work is</i> 	<ul style="list-style-type: none"> • <i>Watch https://www.youtube.com/watch?v=vOnoBzJq6d0 to 'meet' Nick Mackman and see the processes and techniques she uses to create her animals sculptures.</i> • <i>Study images of Nick Mackman's animal sculptures.</i> • <i>Study image of their chosen animal (and additional features, e.g. image of a flower).</i> • <i>Watch this clip - Nick Mackman's frequently asked questions. https://www.youtube.com/watch?v=sBz_C66ZWu8</i> • <i>Study the faces of the sculptures Nick Mackman creates in detail.</i> • <i>Watch https://www.youtube.com/watch?v=JIG2q8V8INc. The time-lapse video shows the process of making a dog</i> • <i>Practice creating textural effects using tools on a clay tile.</i> • <i>Make clay sculptures.</i> • <i>Contact Wildern art department - kiln/glazing opportunities? Possible with covid restrictions? Discuss!</i> 	<ul style="list-style-type: none"> • <i>Give children close up images of the faces of Nick Mackman's animal sculptures. Children to label the key features that have been highlighted - eyes, ears, etc. Why are these so important? They bring the animal to life and allow it to express an emotion.</i> • <i>Children to study an image of their chosen animal (linked to the animal they chose in science) in detail and identify the features that they need to focus on when they create their clay models.</i> • <i>Children to draw the animals they will be creating with the clay - use photos to support this process, but obviously a part will be different as these are evolved animals that aren't yet in existence! This will be over a series of lessons particularly to allow for editing to improve the drawings - use Peer Critique.</i> • <i>Review and add detail to the drawings - think specifically about the perspective.</i>

<p><i>prized for its wonderful characterisation and individuality.*</i></p>		<ul style="list-style-type: none">• <i>Use the time-lapse video to allow the children to consider which bits they need to make from clay first. The videos also show the paper rolling technique for strengthening clay which the children will be doing too.</i>• <i>Make the clay models over a series of sessions???</i>• <i>Add detail and texture using clay tools to have the desired effect.</i>
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Key Learning From main trunks – use Skills and Progression documents to inform planning. What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p>Geography (linked to Survivors text driver)</p> <ul style="list-style-type: none"> • Know the position and significance of latitude, longitude, equator, north and south hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circle. • Know the significance of the Prime/Greenwich Meridian and time zones including night and day. • Explore injustices within our world that have arisen through geographical events, e.g. famine, climate change and immigration. • On a world map, to know areas of similar environmental regions - either deserts, rainforests, temperate regions, etc. Look at habitats of living things in this region. • To describe and understand aspects of climate zones, biomes and vegetation belts. • Use keys/classification techniques to classify the living things found in different climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> • 19th October 2020 - Rainforest Day - Link to 'Survivors' Rainforest story. • Define and locate on a world map (globe for the class - physical and interactive on board - map in books) latitude, longitude, equator, north and south hemisphere, Tropic of Cancer and Capricorn, the Arctic and Antarctic circle and Prime Meridian. What are the purposes of these places? Label. https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr • Use a globe to demonstrate time zones - mark on the Prime Meridian. Discuss the fact that between 1984 and 1988 satellite data accurately measured the precise centre of the earth and a new meridian was agreed (IRM). So the Prime Meridian is no longer identified as being the centre of the earth, but is still used for time. The Prime Meridian runs through Greenwich. We call this GMT. Greenwich (in London) was chosen as the reference for world time. Before this, almost every town in the world kept its own local time. There were no national or international conventions which set how time should be measured, or when the day would begin and end, or what length an hour might be. 	<ul style="list-style-type: none"> • Map with labelled areas, e.g. latitude lines, longitude lines, equator, etc. The significance of these areas will be recorded, inc. Prime Meridian line. (*Meridian is a north/south line, 0 degrees selected reference line for astronomical observations. • Children to consider their own time zones - how long would their day be if they could choose? When would a day begin, when would it end? Use their knowledge of the world, and the significance of longitude and latitude, etc, to locate where their 'home of time' would be. • For WTS children, give them a different way of timing the world - can they identify where the centre of time would be for this new time? • Using map labelled with longitude etc, children to predict where hotter countries would be, colder countries, wet countries, etc. https://www.bbc.co.uk/bitesize/clips

- Plot Charles Darwin's journey on HMS Beagle. Locate the Galapagos Islands.
- Identify rainforest locations (specifically on Rainforest day) and other environmental regions across the world - map them! Look at the locations of these climate zones and link to hemisphere, latitude (north/south) and longitude (east/west), equator (0 degrees latitude). Link to maths coordinates.
- Model the difference between a climate zone and a biome - three major climate zones on the Earth are the polar, temperate, and tropical zones (polar being near either the north or south poles and tropical being situated close to the Equator). Within these zones are a variety of different biomes. A biome is a region that has certain climate and weather patterns and therefore certain types of flora (plants) and fauna (animals) can survive there. Biomes can be summarised as sharing similar animal species. The plants and animals of each biome have evolved and adapted in specific ways that help them to survive in their particular biome.
- Use classification keys to classify animals and plants found in different climate zones, etc. Model how to use these. Children to have a go.
- Model creating own classification keys for the new species of animal that they have designed and made.

[/zr7hyrd](#) - watch to support identification.

- Label the climate zones, and then the biomes and vegetation belts.
- Which biome do their animals live in? Useful for English link.
- Classification key quiz - which animal am I talking about? Repeat with children's instructions.
- Children to create a classification key for their new animals.

	<ul style="list-style-type: none">• <i>LIASE with Jenna re: locations being studied in English using Survivors book, and use this information accordingly.</i>	
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Key Learning From main trunks – Global Neighbours What will the children learn?	How? What opportunities am I going to give the children so that they can learn?	Outcomes What will the learning look like? How will the learning be recorded?
<p><i>Explain how their lives are connected with people and places across the globe and the effects of local actions on the wider world.</i></p> <p><i>Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues.</i></p> <p><i>Explore Christian perspectives on poverty, disadvantage and injustice.</i></p> <p><i>Reflect upon their own behaviour, values and attitudes surrounding issues of injustice and exploitation of the natural world, and consider changes they may make as a result.</i></p>	<ul style="list-style-type: none"> • <i>Link to electricity teaching and learning – see electricity plan. Children to consider their privileges, including the fact that we have constant electricity at the flick of a switch. Consider cost involved in electricity (financial – monthly bills, and natural cost of producing electricity).</i> • <i>Discuss how electricity is produced – link to sustainability.</i> • <i>Consider how richer countries are more responsible for causes of climate change.</i> • <i>P4C based around injustices and inequality, global issues and different perspectives on poverty.</i> • <i>RE link – justice.</i> • <i>Children to share changes that they intend to make</i> 	<p><i>Electricity poster encouraging others to turn off electrical equipment when not in use – copy and display in school. Reach out to local businesses asking for them to display our posters in their shops, etc, too, so that the message can reach the local community too.</i></p> <p><i>RE – key concept – Justice. Alongside the Hampshire planning document for Justice, research injustices taking place. Begin with close to home injustices, then spend time looking at injustices taking place around the world.</i></p> <p><i>Children to create a presentation (powerpoint, model diagram, performance, etc.) to inform others about the injustices they have researched linked to RE.</i></p> <p><i>P4C lessons – discussions – looking at injustices and inequality. Children to share their ideas. Link to current events in the media where relevant.</i></p>

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Additional Learning opportunities

<u>NC Subject</u>	<u>Skills/Knowledge</u>	<u>Outcomes</u>
PSHE	<ul style="list-style-type: none"> - Consider how we change as we grow older – are there changes in our parents that will likely also happen to us? - Describe changes as humans develop into old age. - Drugs/alcohol – why might the monster (Frankenstein) turn to these? What effect will they have on the monster? Good drugs/bad drugs. 	<p>Discussions surrounding changes in our bodies in relation to our parents.</p> <p>Child led discussions – if deemed necessary to their learning, children to research certain drugs/alcohol to develop their understanding.</p>
DT	<ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>When producing their Frankenstein moving monsters in Science (electricity), children will consider how to produce a moving model and they will need to select appropriate equipment and materials.</p> <p>The children will use mechanical systems to support the movement of the model and will be using electrical circuits (as taught in science).</p>

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English Learning Journey

Year 6:

English learning journey

Outcome (Frankenstein):

Task: Create a spooky setting description.

Audience: Year 6

Purpose: To be read aloud for outdoor campfire night.

Outcome (Frankenstein):

Task: To write a newspaper report.

Audience: Year 6

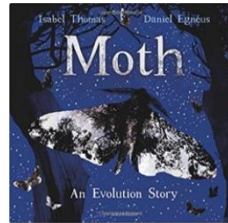
Purpose: To entertain and be displayed in school for others to enjoy.

Outcome (Frankenstein):

Task: To write diary entries from the viewpoint of central characters.

Audience: Year 6

Text Drivers:



Key writing objectives from NC:

Spoken language:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Transcription:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

[Type here]

Purpose: To entertain and create a reading journal that shows our understanding of the characters in a creative way.

Outcome (Moth):

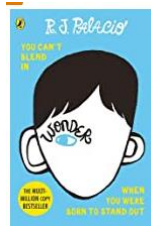
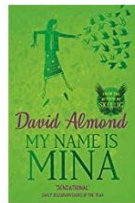
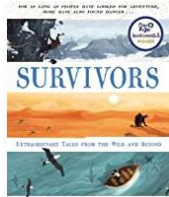
Task: To write a narrative based on adaptation
Audience: Year 6
Purpose: To entertain and inform

Outcome (Survivors/The Cay):

Task: To write a diary entries based on the book 'Survivors'
Audience: Year 6
Purpose: To entertain

Outcome (Survivors):

Task: To write a newspaper article based on 'Survivors'
Audience: Year 6



Composition:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VGP

[Type here]

<p>Purpose: To entertain</p> <p><u>Outcome (Wonder/My name is Mina):</u></p> <p>Task: To produce a leaflet on children’s mental health and well-being. Audience: Year 6 Purpose: To help and support children</p>		<ul style="list-style-type: none">• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun• learning the grammar for years 5 and 6 in Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none">• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using brackets, dashes or commas to indicate parenthesis• using semicolons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list• punctuating bullet points consistently <p>Key reading objectives from NC:</p> <ul style="list-style-type: none">• recommending books that they have read to their peers, giving reasons for their choices• making comparisons within and across books• learning a wider range of poetry by heart• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by</p> <ul style="list-style-type: none">• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
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		<ul style="list-style-type: none">• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• provide reasoned justifications for their views. <p>Themes and conventions:</p> <ul style="list-style-type: none">• identifying and discussing themes and conventions in and across a wide range of writing• maintain positive attitudes to reading and an understanding of what they read by:• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <p>Comprehension:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>Inference:</p>
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		<ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied <p>Language for effect:</p> <ul style="list-style-type: none">• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
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