

# English planning and resources

Planning and Resources

School -

Year group (s) – 4

Teacher –

Text – The Great Kapok Tree

Term – Summer 2

# Overview – original

Main term (period of 6 weeks) allow for final term to have an assessment week or completed curriculum week						
Su7	POR 1 and 2 Listening to a setting and drawing annotating – Rainforests – ask what they already know / want to know / where I might find it – watch clips	POR 3 Read full story Listen to clip describing the rainforest – pick out key words and phrases Use model text of poem from POR3 Vocabulary explore	POR 4 likes dislikes patterns puzzles Reread full story Have copy of pictures only – annotate with words to create emotions and stimulate senses Shared writing – use to create own Rainforest poem Share For Forest – Grace Nichols	Reread full story – give a copy of text only – model blacking out the words to leave powerful language only – children to continue and then select from these to create own poem – hot task	Edit, improve and review.  Perform own creations with music and sound effects – evaluate performances and decide the emotions stirred – was this desired effect?	The Kapok Tree <u>By</u> Lynne Cherry
Su8	POR 8 Learn model text – should logging take place? Conscience alley – reasons for / against – make decision and write own opinion Concept map of why trees are cut down v the story	Vocabulary – ancestors / pollination etc.	Language and text features – sequence and identify – focus on formal tone Tenses – past present future progressive perfect	Commas to clarify meaning – brackets for specific scientific words explained	Persuasive language – personal emotive evaluative	Discussion text – climate change
Su9	Shared write plan and adapt model text for Should fossil fuels continue to be used?	Shared write continued – drama – freeze frame – hot seat	Plan and begin to write own discussion text (hot task) own choice	Complete discussion text – (Hot task)	Edit, improve and review. Publish discussion text on school website / class book	
Su10	Read model text Francis Drake and the Golden Hind learn and research more about the time and the links to South America and story of The Great Kapok Tree – likes dislikes puzzles patterns	Vocab – weathering erosion evolution  Sequence The Spanish Armada to show evidence of chronology needed	Language and text features introduction chronological sequence use of conjunctions formal style past tense conclusion Fronted adverbials with commas to mark	Shared writing of openings of different historical events – Mary Rose / Titanic – how to give overview and hint at things to come NLS lesson 2	Shared writing – summarising each paragraph – showing the plan – focus on use of time for chronology – use model text – paragraphs focus	Historical recount Francis Drake and the Golden Hind (NLS Unit 3 Y5) – link to south America
Su11	Shared writing – cohesion across paragraphs with repeated nouns in first sentences	Shared writing – cohesion within paragraphs with use of pronouns or synonyms	Cohesion within and across paragraphs through use of precise nouns, verbs, adjectives	SBW – own individual targets	SBW – own individual targets	
Su12	Note making from research on computers / books – model use of bullet points to be easy access to	Plan own independent task based on known historical event	Write own historical recount (hot task) can be own choice or linked to area covered in history	Complete historical recount (hot task)	Edit, improve and review. Publish – reading allowed with expression as if story telling in the	

# Writing outcomes and SPAG focus

## Writing outcomes

- \* Black out – cut out poetry
- \* Discussion text – climate change
- \* Historical recount – Francis Drake and the Golden Hinde

## SPAG focus

- \* Tenses – past present future progressive perfect
- \* Commas to clarify meaning
- \* Emotive language
- \* Fronted adverbials with commas
- \* Conjunctions for sequencing
- \* Cohesion within and across paragraphs
- \* Bullet points

# Genre objectives and NC objectives

I can write for a range of purposes.

I can organise my writing into paragraphs.

I can describe settings and characters using expanded noun phrases.

I can use fronted adverbials.

*e.g., Deep in the jungle, a roar erupted.*

I can build cohesion within and across paragraphs using the following:

Co-ordinating conjunctions.

*e.g., but, or, and, so*

Subordinating conjunctions.

*e.g., although, after, as, when, if, that, even though, because, until, unless, since*

Adverbials.

*e.g., include when and where the verb happened.*

*As the clock struck midnight, the shadow moved across the graveyard.*

Pronouns to avoid repetition.

*e.g., Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.*

I can use a range of punctuation mostly correctly:

Full stops and capital letters.

Question marks and exclamation marks.

Commas in a list.

Apostrophes for contractions.

Inverted commas.

Apostrophes for possession.

Commas for clauses.

Commas for fronted adverbials.

I can use tenses correctly and consistently.

I can spell some words from the Year 3/4 spelling list:

*accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women*

I can use a dictionary to check the spelling of uncommon or more ambitious words.

I can write neatly and legibly with joined letters.



# Genre objectives

<u>Limerick / Haiku / Cinquain / Poet study / Classic / Performance</u> <u>Poetry Expectations Year 4</u>	
Describe poem's impact and explain own interpretation by referring to the poem	
Comment on the use of similes and expressive language to create images, sound effects and atmosphere	
Discuss the poem's form and suggest the effect on the reader	
Vary volume, pace and use appropriate expression when performing	
Use actions, sound effects, musical patterns and images to enhance a poem's meaning	
Use language playfully to exaggerate or pretend	
Use similes to build images and identify clichés in own writing	
Write free verse or use a repeating pattern	
Experiment with simple forms	
<b>Reading poetry</b>	(subject matter and theme / language use / style / pattern)
<b>Performing poetry</b>	(use of voice / presentation)
<b>Creating poetry</b>	(original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

# Please read the POR unit plan in full

\* Link below

<https://clpe.org.uk/system/files/The%20Great%20Kapok%20Tree%20TS.pdf>

# Links to other texts and resources

## Links to other texts and resources:

- \* *The Vanishing Rainforest* by Richard Platt and Rupert van Wyk (Frances Lincoln)
- \* *In the Forest* by Anouck Boisrobert and Louis Rigaud (Tate Publishing)
- \* *Where's the Elephant?* by Barroux (Egmont)
- \* *The Promise* by Nicola Davies and Laura Carlin (Walker)
- \* *Varmints* by Helen Ward and Mark Craste (Templar) (Y5 )
- \* *The Wonder Garden* by Kristjana S. Williams and Jenny Broom (Wide Eyed Editions)

# Hook ideas

- \* Take the class on a tree walk around the school or local area – make rubbings of different types of bark and collect different leaves. Take photos of the different types seen.

# Week 1 Monday

- \* Learning Outcome / Objective
- \* I can talk with confidence.
- \* I can justify personal responses.
- \* I can describe what a rainforest is.

# Talk - share and explain.

- \* *Where do you think this is?*
- \* *What did you hear that put that picture in your mind?*
- \* *What sorts of things did you sketch in the setting?*
- \* *Were they in relation to a specific sound you heard or from your own knowledge about the setting?*

Discuss these answers with your partner.



# Gallery walk...

- \* Move around the classroom and look closely at what other children have drawn.
- \* Are there things that are similar?
- \* Are there things that are different?

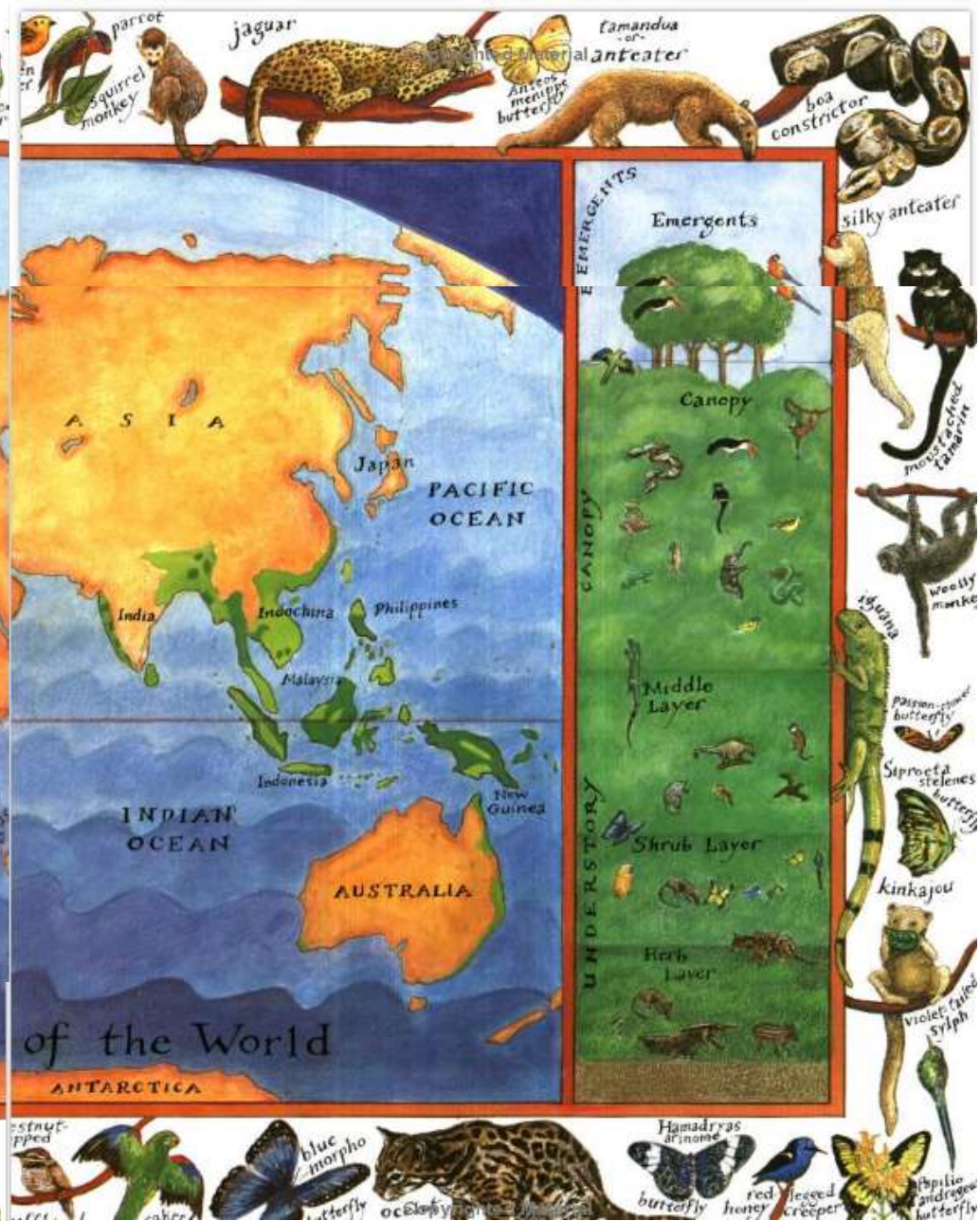
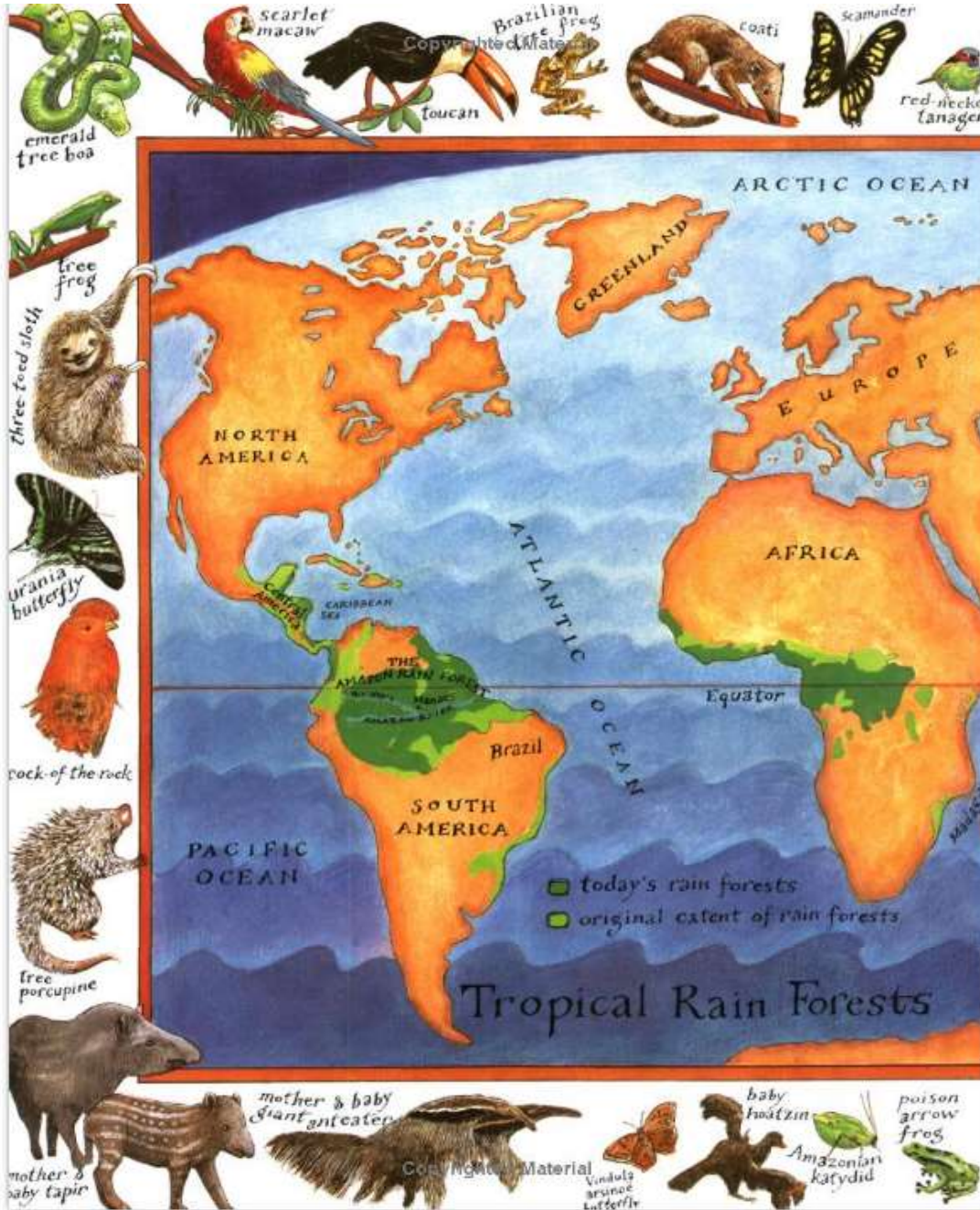


# THE GREAT KAPOK TREE

A TALE OF THE AMAZON RAIN FOREST

by Lynne Cherry







In the Amazon rain forest it is always hot, and in that heat everything grows, and grows, and grows. The tops of the trees in the rain forest are called the canopy. The canopy is a sunny place that touches the sky. The animals that live there like lots of light. Colorful parrots fly from tree to tree. Monkeys leap from branch to branch. The bottom of the rain forest is called the understory. The animals that live in the understory like darkness. There, silent snakes curl around hanging vines. Graceful jaguars watch and wait.

And in this steamy environment the great Kapok tree shoots up through the forest and emerges above the canopy.

This is the story of a community of animals that live in one such tree in the rain forest.





# Rainforest

- \* Do you know what 'the rainforest' is?
- \* Could you predict what it might be from the text read?
- \* Do you know whereabouts in the world we find the Amazon rainforest?
- \* Why do you think this?
- \* Have you learnt anything from reading this page?

Can you find the Amazon rainforest?

## Rainforests of the World Map





# Watch and make notes...

- \* <https://www.youtube.com/watch?v=3vijLre760w>
- \* Can you now explain what a rainforest is?
- \* Practise saying this out loud to each other and then write a definition to add to our washing line.

What I already know about the rainforest :	What I want to find out:	Where I might go to find out more:

- \* <https://www.youtube.com/watch?v=5lzzogrKo6k>  
*(this can be played while you work)*

# Week 1 Tuesday

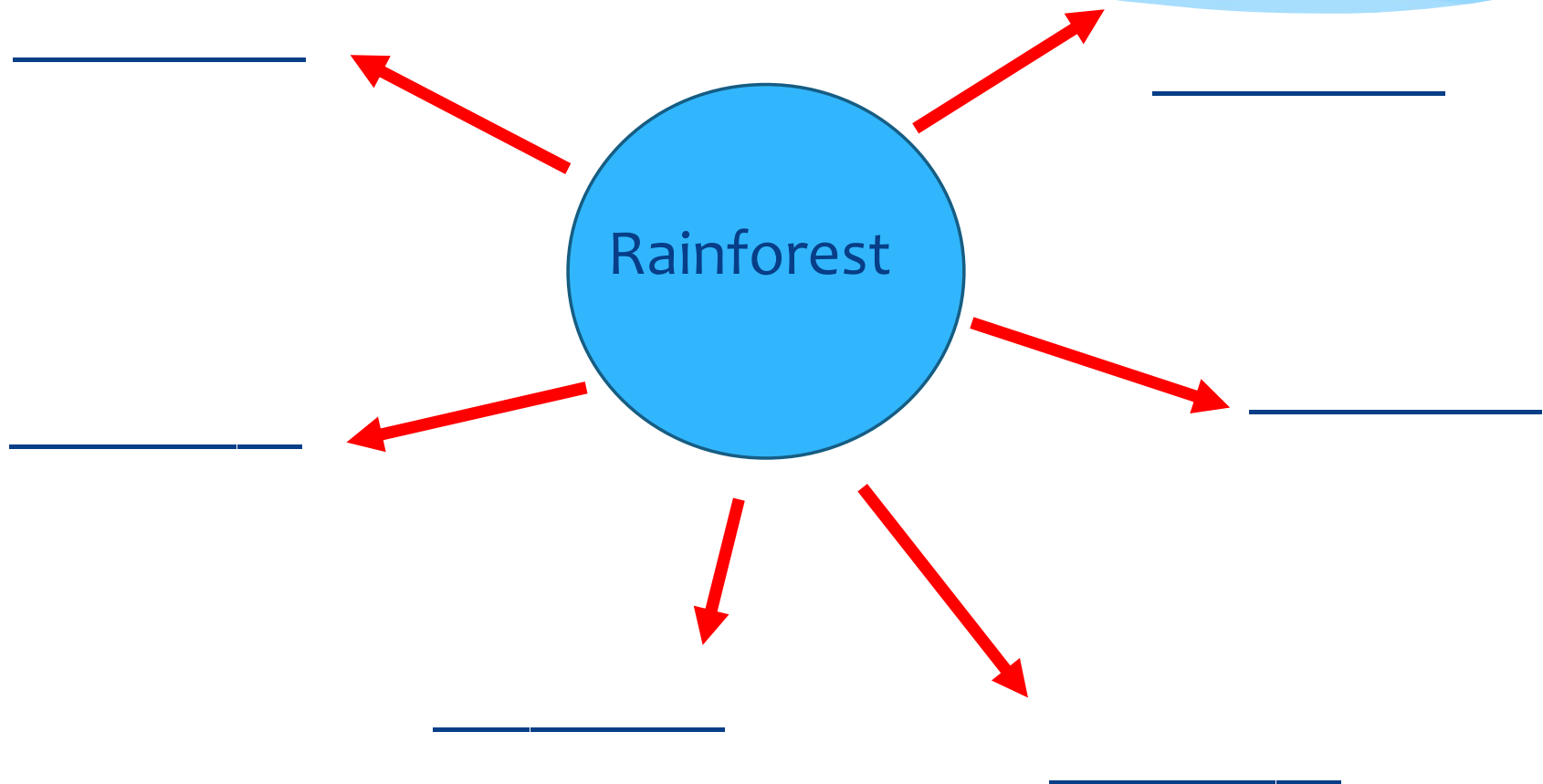
- \* Learning Outcome / Objective
- \* I can recognise similes and metaphors.
- \* I can explain language chosen for impact and effect.

# Rainforest – beneath the canopy (youtube only need 4 minutes)

\* <https://www.youtube.com/watch?v=InT2qpJRpfs&list=PLtFov3uQ2l8YV3JCpCQ76b2x02OoxFcRn&index=9>

Make notes of powerful words heard as a spider diagram around the title Rainforest.

# Share ideas...



# Model text – poetry

*Huge trees stand like monuments, amidst the symphony of life  
Outlasting the dinosaurs  
Shrouded in a translucent veil  
The rivers and streams are the veins and arteries of the rainforest*

Take each line and discuss the effect  
of the words chosen.

*Huge trees stand like monuments, amidst the symphony of life*

*Outlasting the dinosaurs*

*Shrouded in a translucent veil*

*The rivers and streams are the veins and arteries of the rainforest*



# ***Huge trees stand like monuments, amidst the symphony of life***

- \* If it they are like monuments they must not be moving much.
- \* Symphony – beautiful sounding and in harmony

# ***Outlasting the dinosaurs***

- \* If it outlasted the dinosaurs it must be strong, powerful, ancient.

# ***Shrouded in a translucent veil***

- \* If it shrouded then covered
- \* Transparent – see-through
- \* Translucent – partially see-through
- \* Opaque – not see through

# ***The rivers and streams are the veins and arteries of the rainforest***

- \* Veins and arteries provide life giving blood to humans so the rivers and streams must provide life giving water to the rainforest

# Figurative language use

- \* What does the use of simile and metaphor give us as a reader?
- \* Let's look again at these types of figurative language.

# What Is Figurative Language?

Figurative language is a way of using words to compare something to something else – beyond the literal meaning.

Figurative language is used for emphasis and impact.

I've told you a million times to clean your room!



She ran as fast as lightning.



His team was on top of the world after winning the championship game.





# Why Use Figurative Language?

Figurative language makes our writing more interesting. It also helps the reader create a mental image of our meaning.

**Which sounds more interesting?**

We are alike.

OR

We are two peas in a pod.

# Types of Figurative Language

Here are a few types we will discuss:

simile

metaphor

# Simile

A **simile** compares two things by using the words “like” or “as.”

Your eyes sparkle **like** diamonds.

The classroom looked **like** a tornado had gone through!

I tiptoed **as** quietly **as** a mouse.

**Similes** always include the words “like” or “as.”

# Metaphor

A **metaphor** compares one thing to another **without** using “like” or “as.”

Laughter is music for the soul.

You are my sunshine.

Those ideas are food for thought.

**Metaphors** say one thing *is* another.

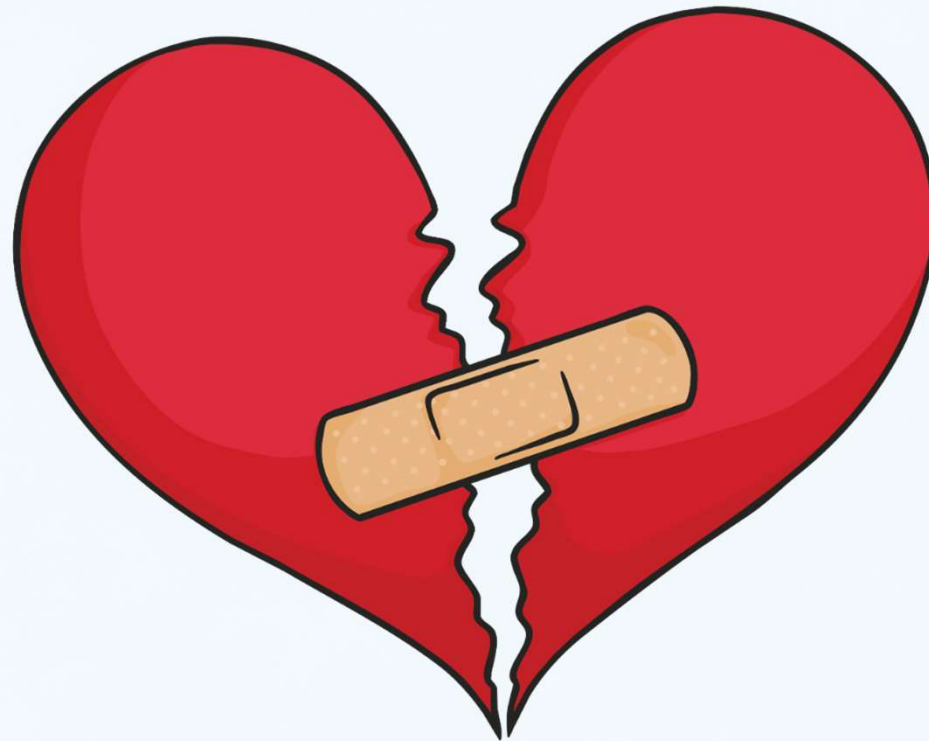
# Quiz

Can you correctly identify the type of figurative language?



## Simile or Metaphor?

His heart was broken.



metaphor



## Simile or Metaphor?

Your name sounds like music to my ears!



simile

Question:

Why do you think we use  
figurative language  
in writing?



**Can you spot the simile and metaphor  
used in our model text?**

***Huge trees stand like monuments, amidst the symphony of life  
Outlasting the dinosaurs  
Shrouded in a translucent veil  
The rivers and streams are the veins and arteries of the rainforest***

# Week 1 Wednesday

- \* Learning Outcome / Objective
- \* I can infer from text and pictures.
- \* I can make predictions based on previous action.

# Model text – poetry

*Huge trees stand like monuments, amidst the symphony of life  
Outlasting the dinosaurs  
Shrouded in a translucent veil  
The rivers and streams are the veins and arteries of the rainforest*

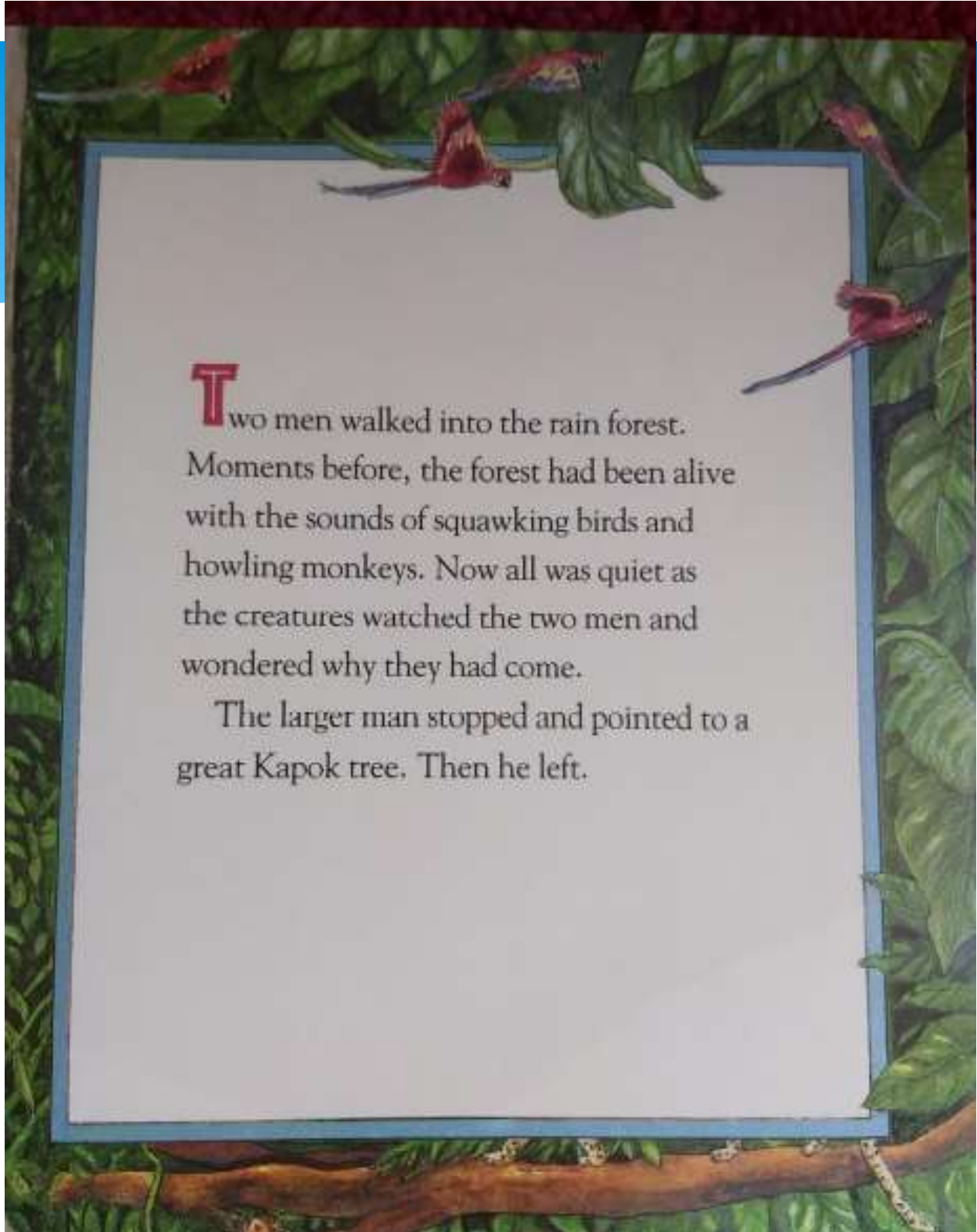


# THE GREAT KAPOK TREE

A TALE OF THE AMAZON RAIN FOREST

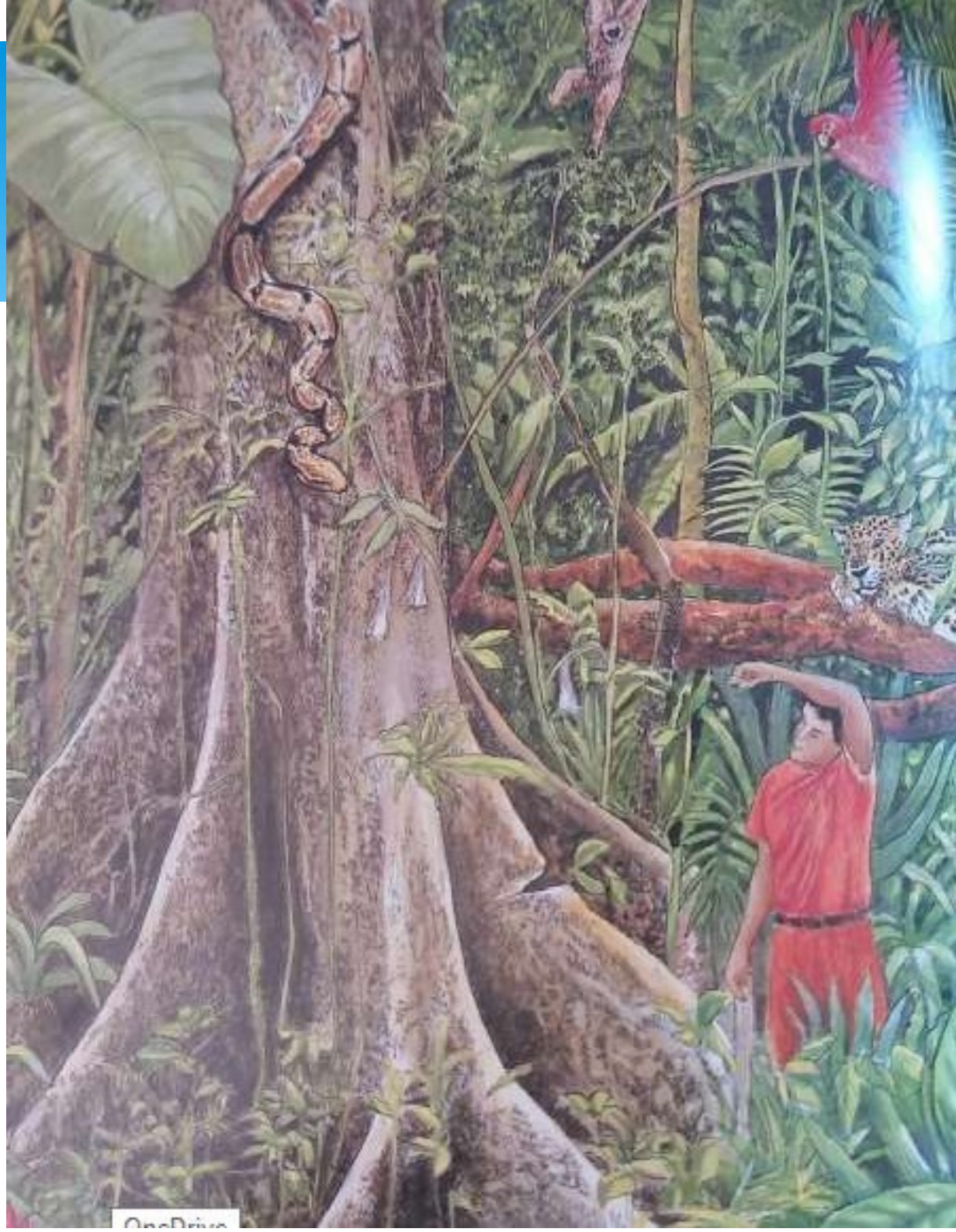
by Lynne Cherry



The page is framed by a lush rainforest illustration. At the top, several red and blue parrots are perched on green leaves. On the right side, a red parrot is shown in flight. The bottom of the page features a thick brown tree branch with small white flowers. The text is contained within a light gray rectangular box with a blue border.

**T**wo men walked into the rain forest. Moments before, the forest had been alive with the sounds of squawking birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come.

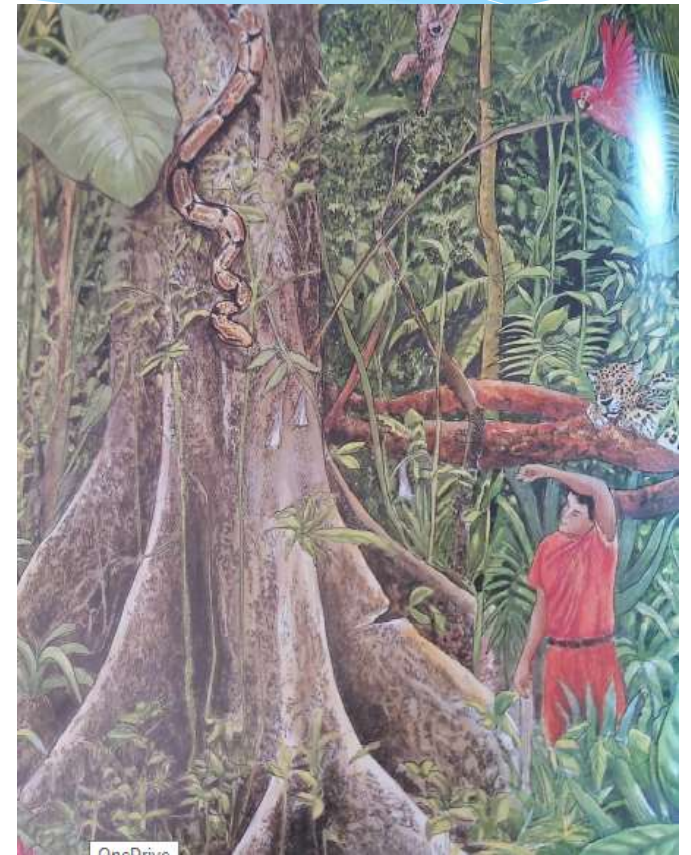
The larger man stopped and pointed to a great Kapok tree. Then he left.



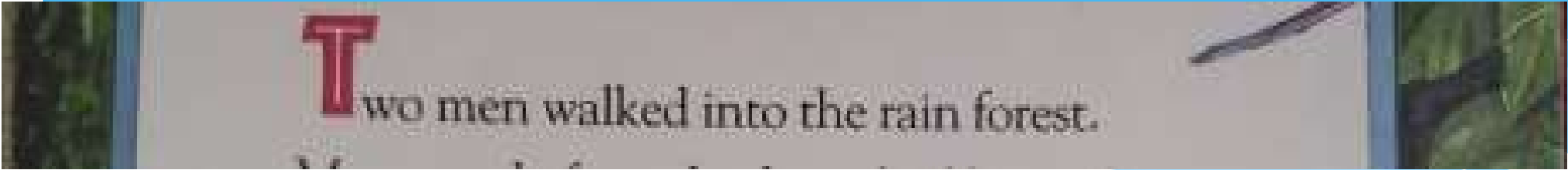


# Tell me...

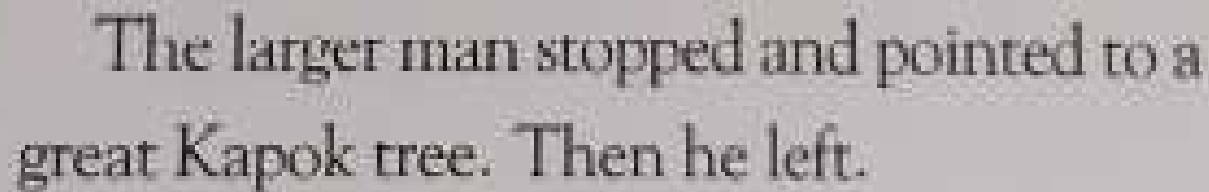
- \* What do you like and dislike about what you see?
- \* Does it remind you of anything in real life or stories?
- \* Do you have any questions about it?
- \* Does anything puzzle you?
- \* How does this picture add to or change what you thought before?



# Thoughts on the men?



Two men walked into the rain forest.

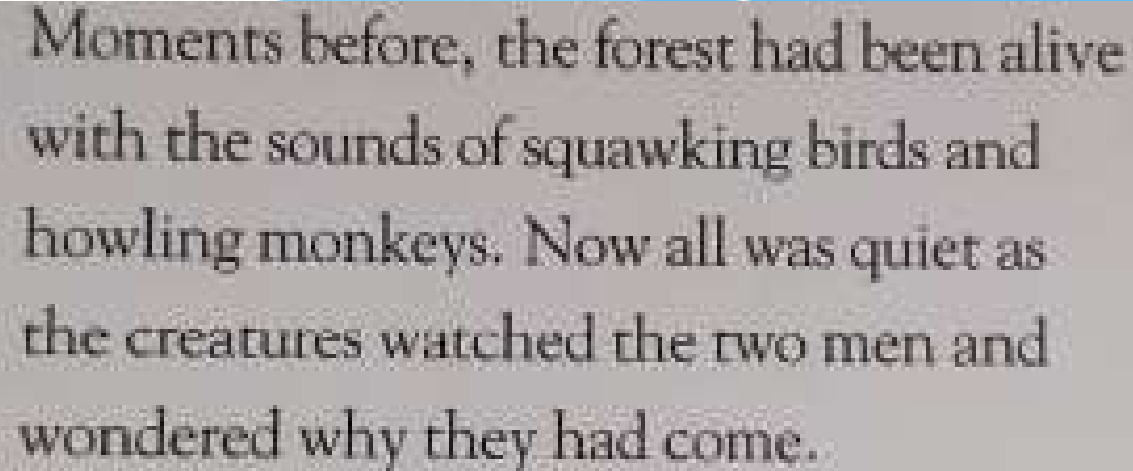


The larger man stopped and pointed to a great Kapok tree. Then he left.

- \* Who do you think the smaller man and the larger man referred to in the text are?
- \* What do you think they are doing in the forest?
- \* What happens in the forest as they appear?



# Discuss...

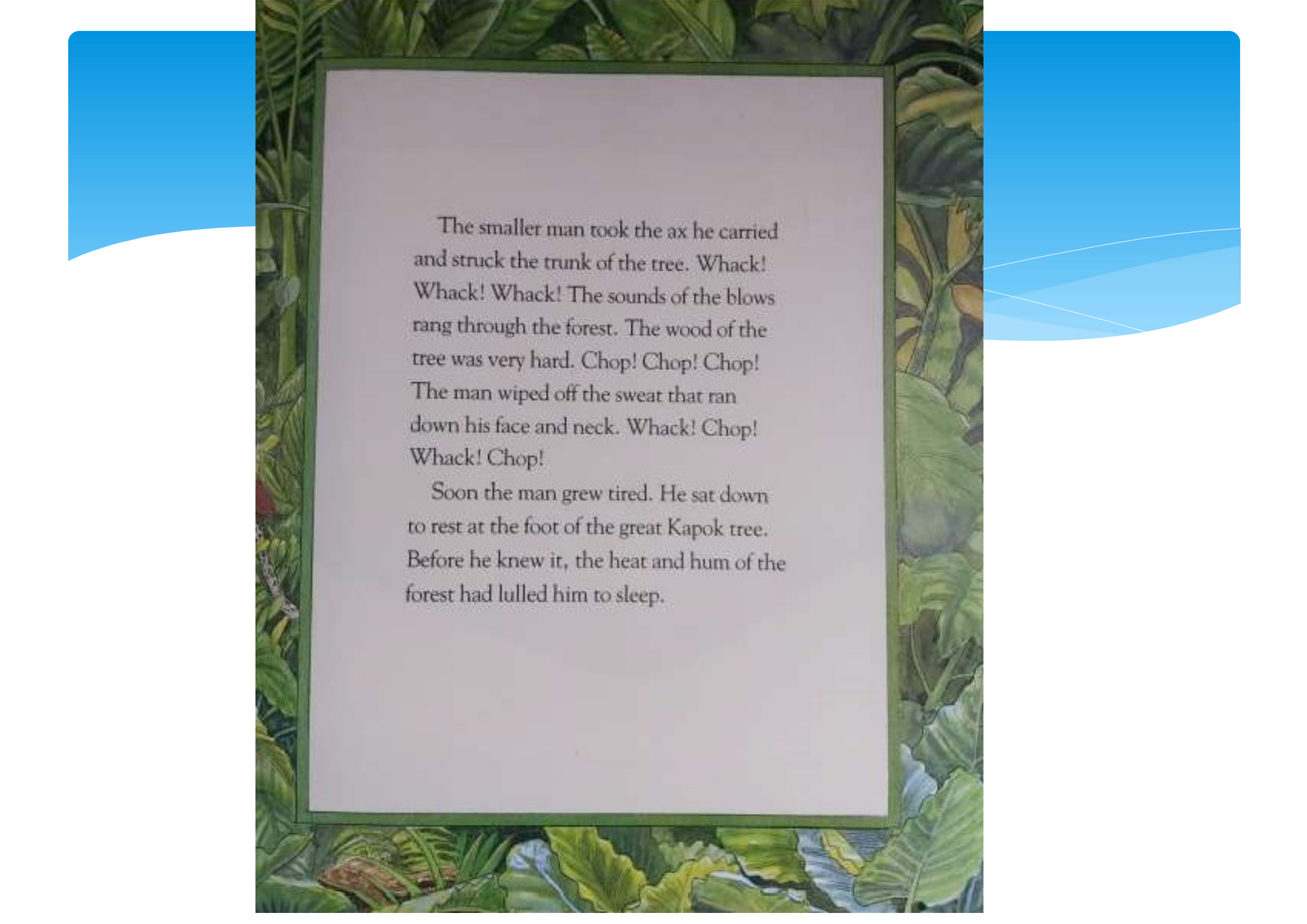


Moments before, the forest had been alive with the sounds of squawking birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come.

- \* What impact does this part of the text have on you as a reader?
- \* What does it make you think about how the story will progress from this point forward?

# Write how you believe the story will progress.

- \* What could happen in the build-up, problem, resolution and ending?
- \* Draw pictures for each section and write a sentence to explain your picture.

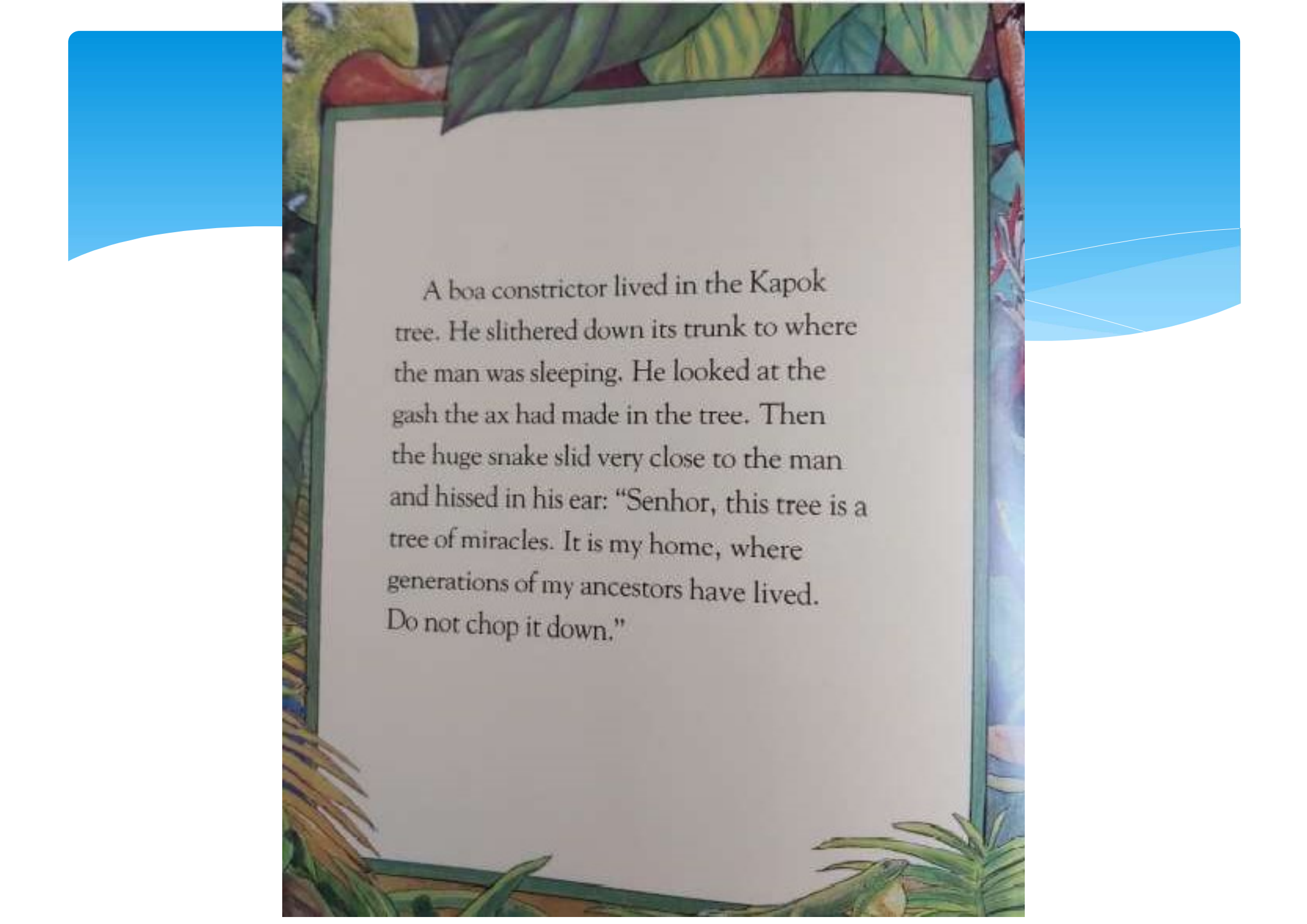


The smaller man took the ax he carried and struck the trunk of the tree. Whack! Whack! Whack! The sounds of the blows rang through the forest. The wood of the tree was very hard. Chop! Chop! Chop! The man wiped off the sweat that ran down his face and neck. Whack! Chop! Whack! Chop!

Soon the man grew tired. He sat down to rest at the foot of the great Kapok tree. Before he knew it, the heat and hum of the forest had lulled him to sleep.

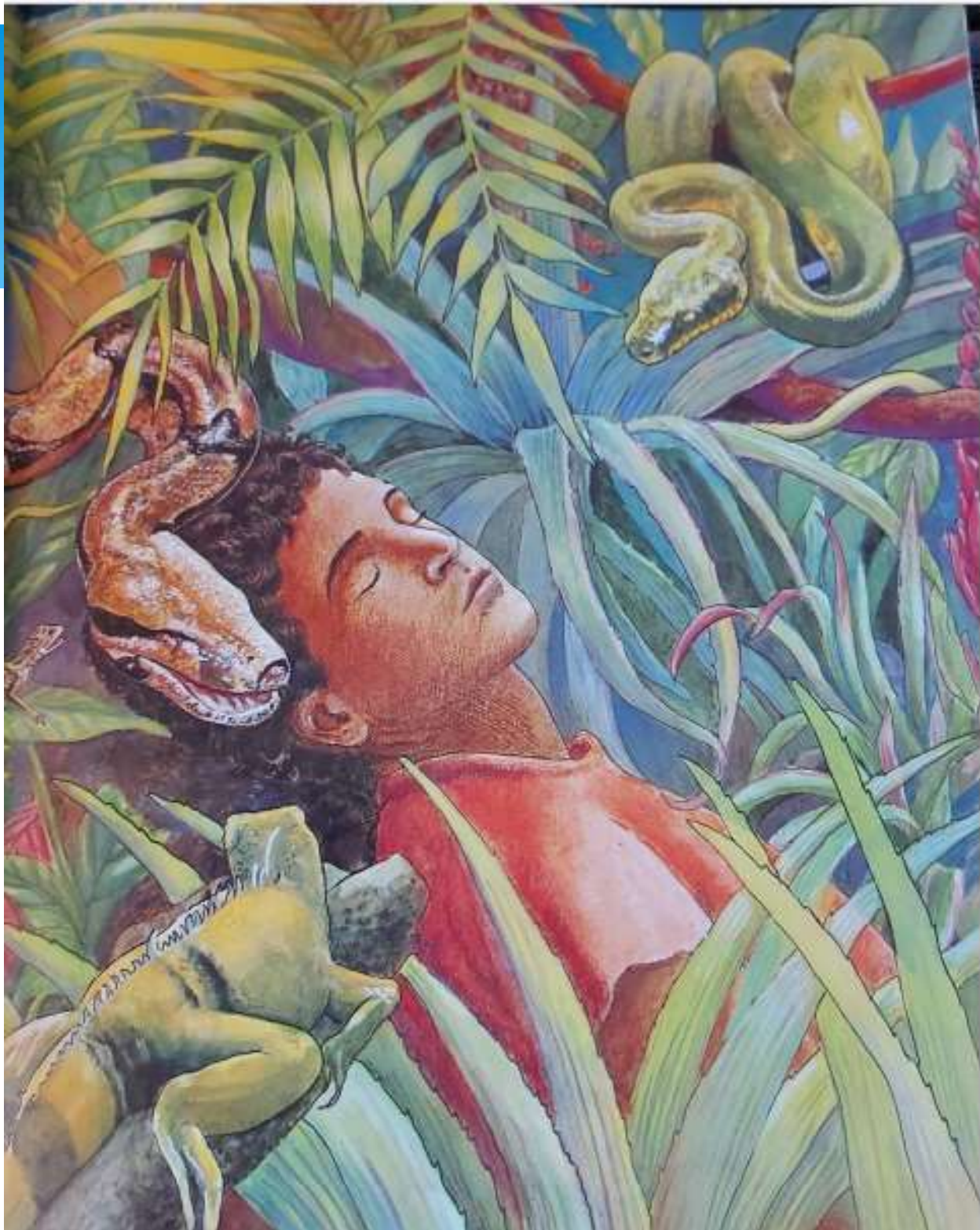
# Well, were you correct?

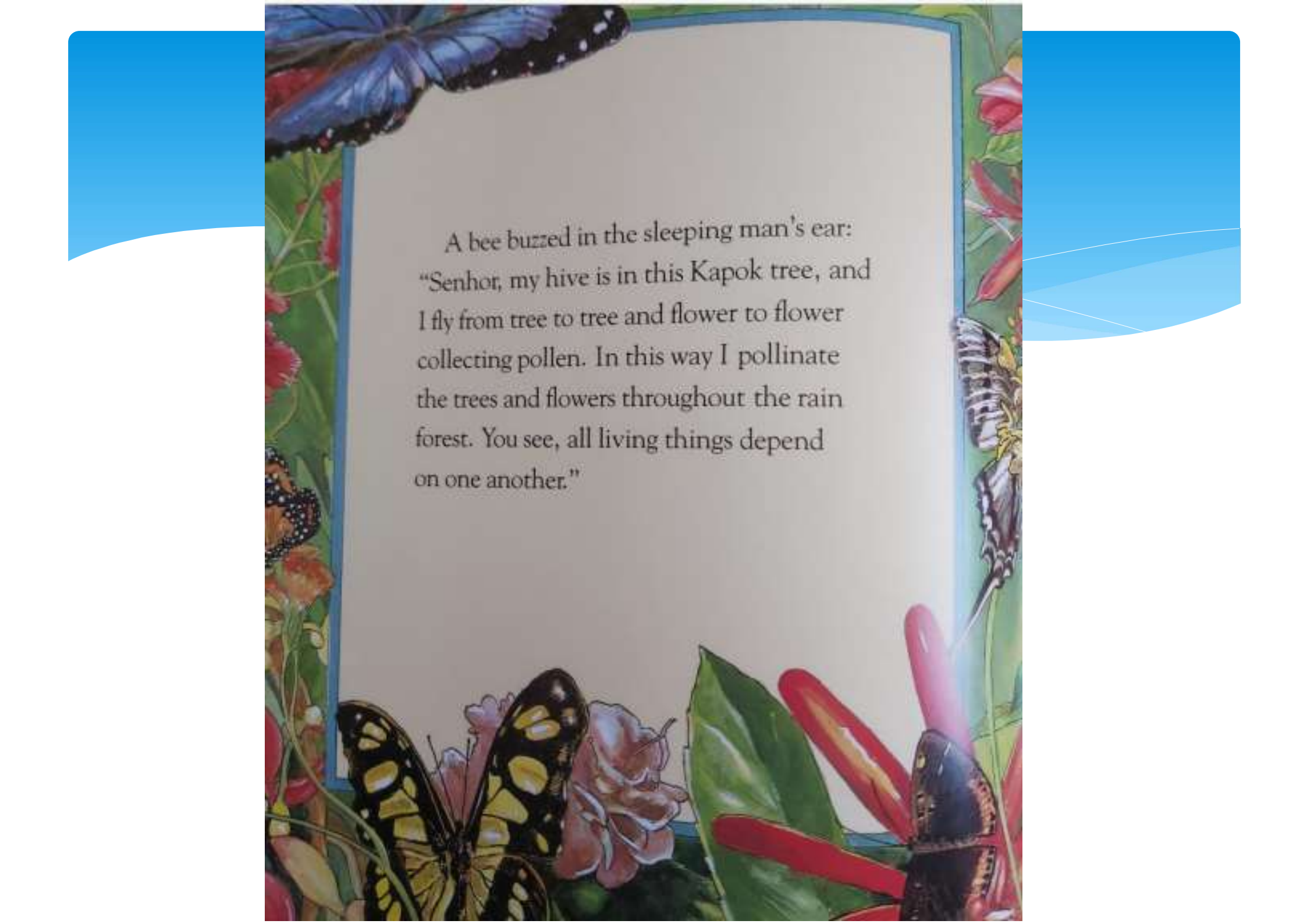
- \* Were your predictions correct?
- \* Why do you think the smaller man is cutting down the tree?
- \* What impact might this have on the forest?



A boa constrictor lived in the Kapok tree. He slithered down its trunk to where the man was sleeping. He looked at the gash the ax had made in the tree. Then the huge snake slid very close to the man and hissed in his ear: "Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down."

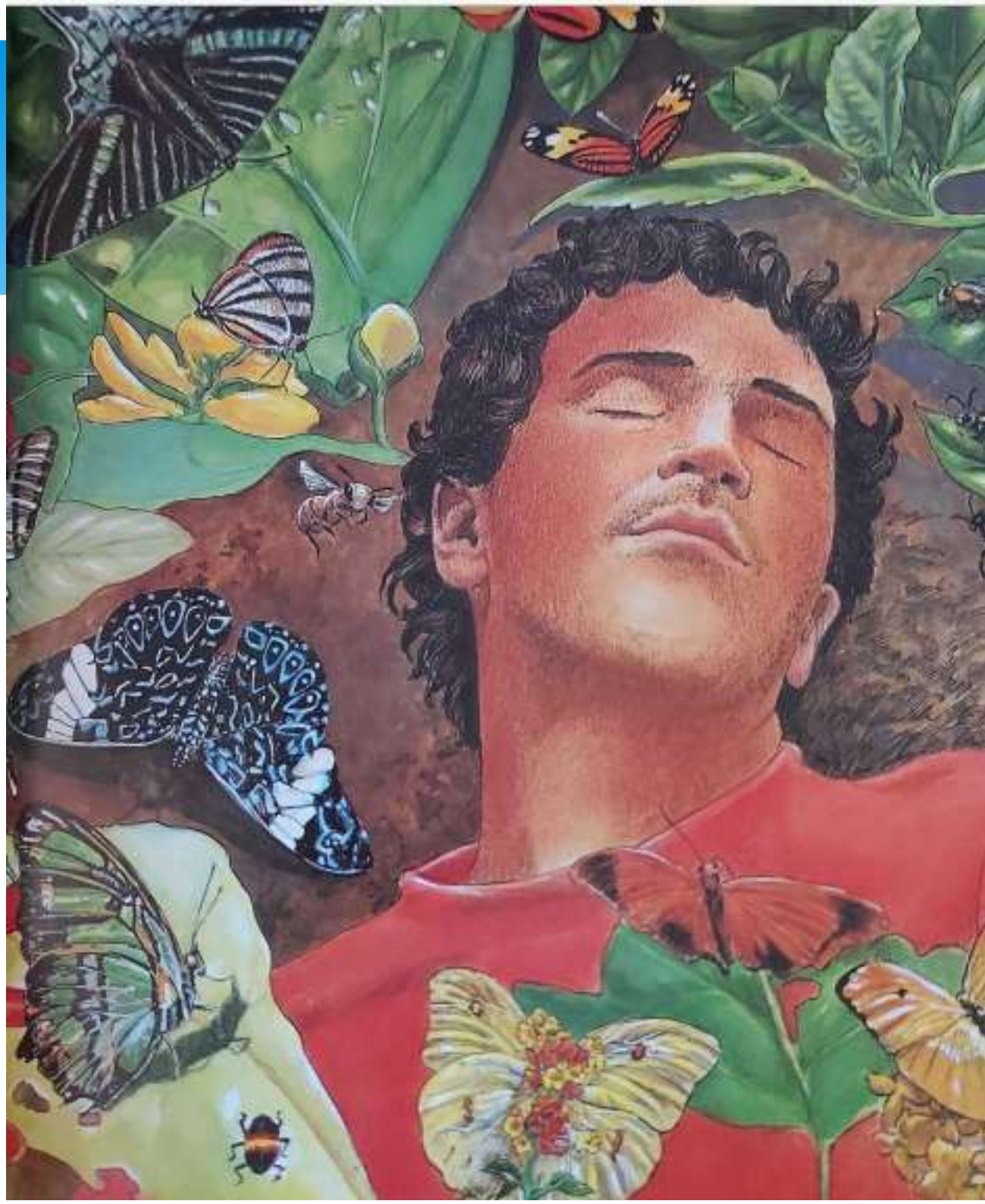




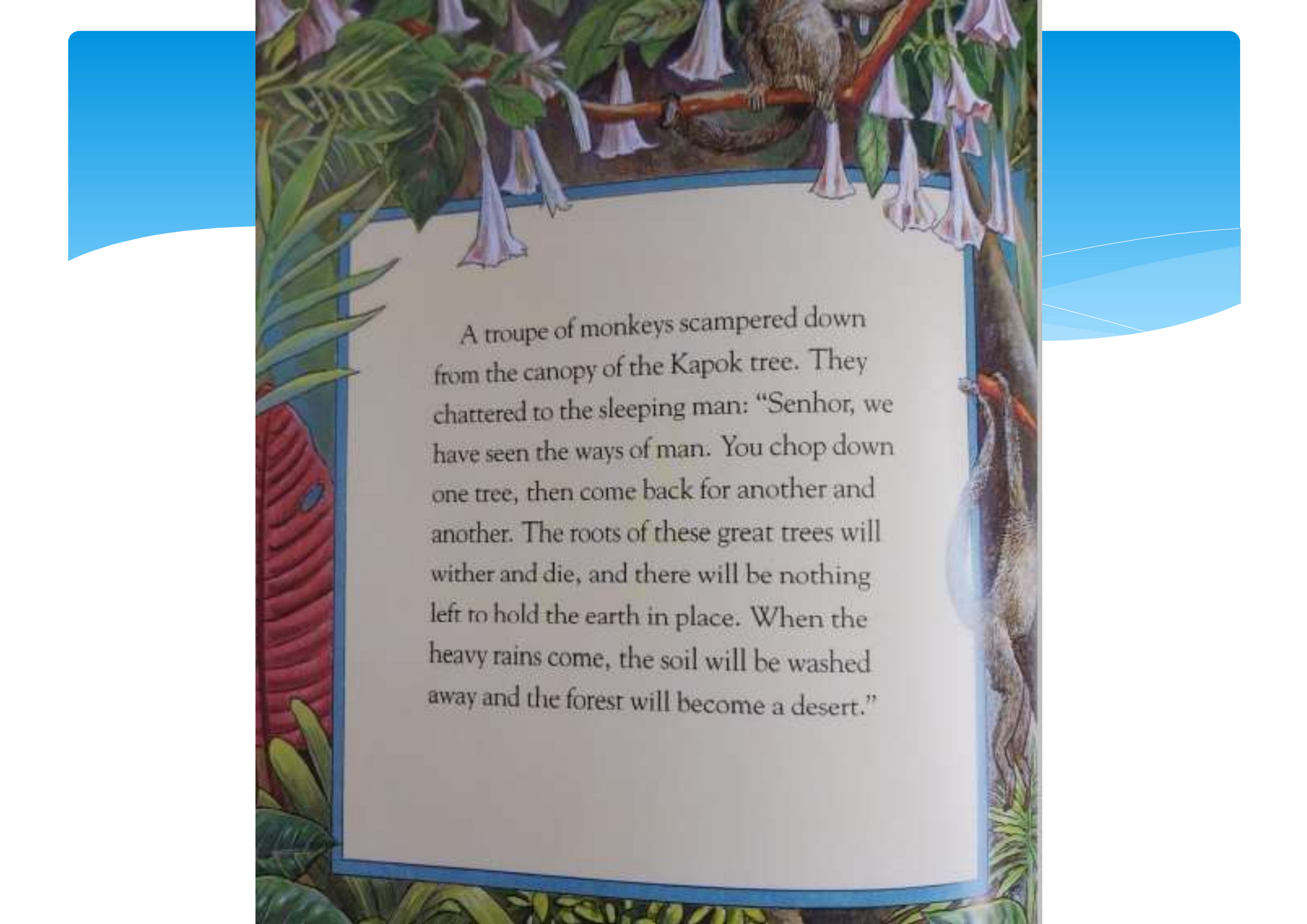


A bee buzzed in the sleeping man's ear:  
"Senhor, my hive is in this Kapok tree, and  
I fly from tree to tree and flower to flower  
collecting pollen. In this way I pollinate  
the trees and flowers throughout the rain  
forest. You see, all living things depend  
on one another."

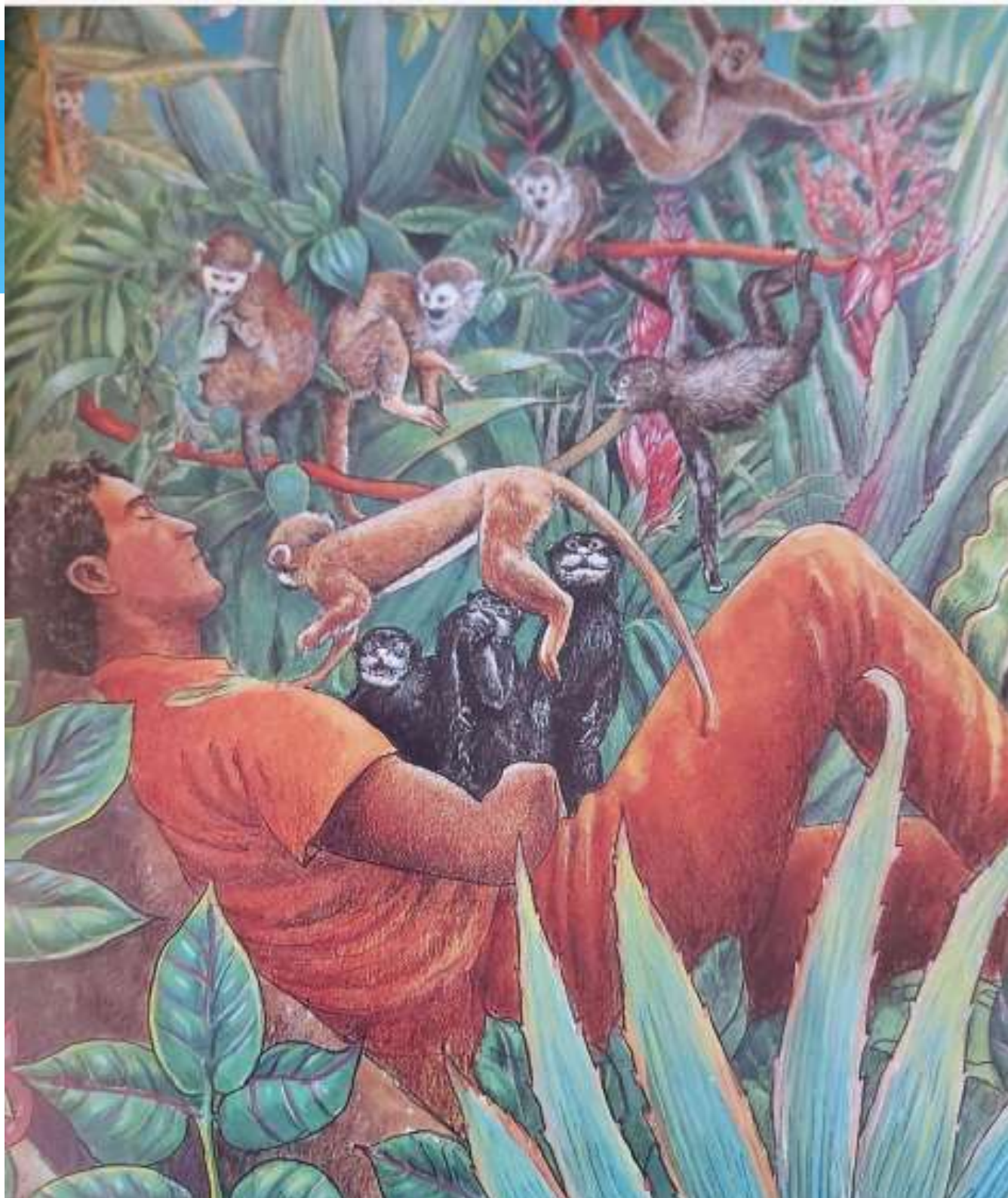




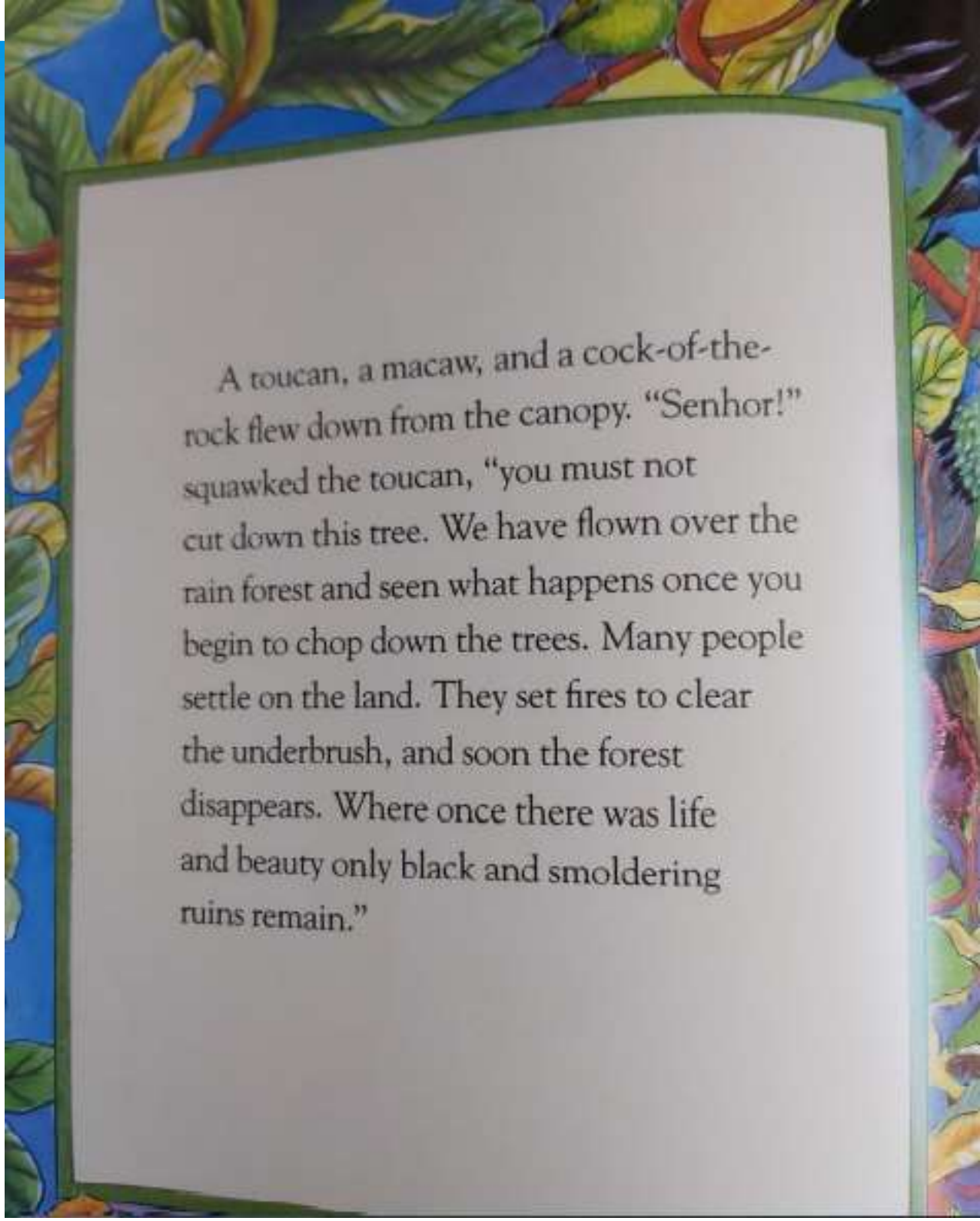




A troupe of monkeys scampered down from the canopy of the Kapok tree. They chattered to the sleeping man: "Senhor, we have seen the ways of man. You chop down one tree, then come back for another and another. The roots of these great trees will wither and die, and there will be nothing left to hold the earth in place. When the heavy rains come, the soil will be washed away and the forest will become a desert."



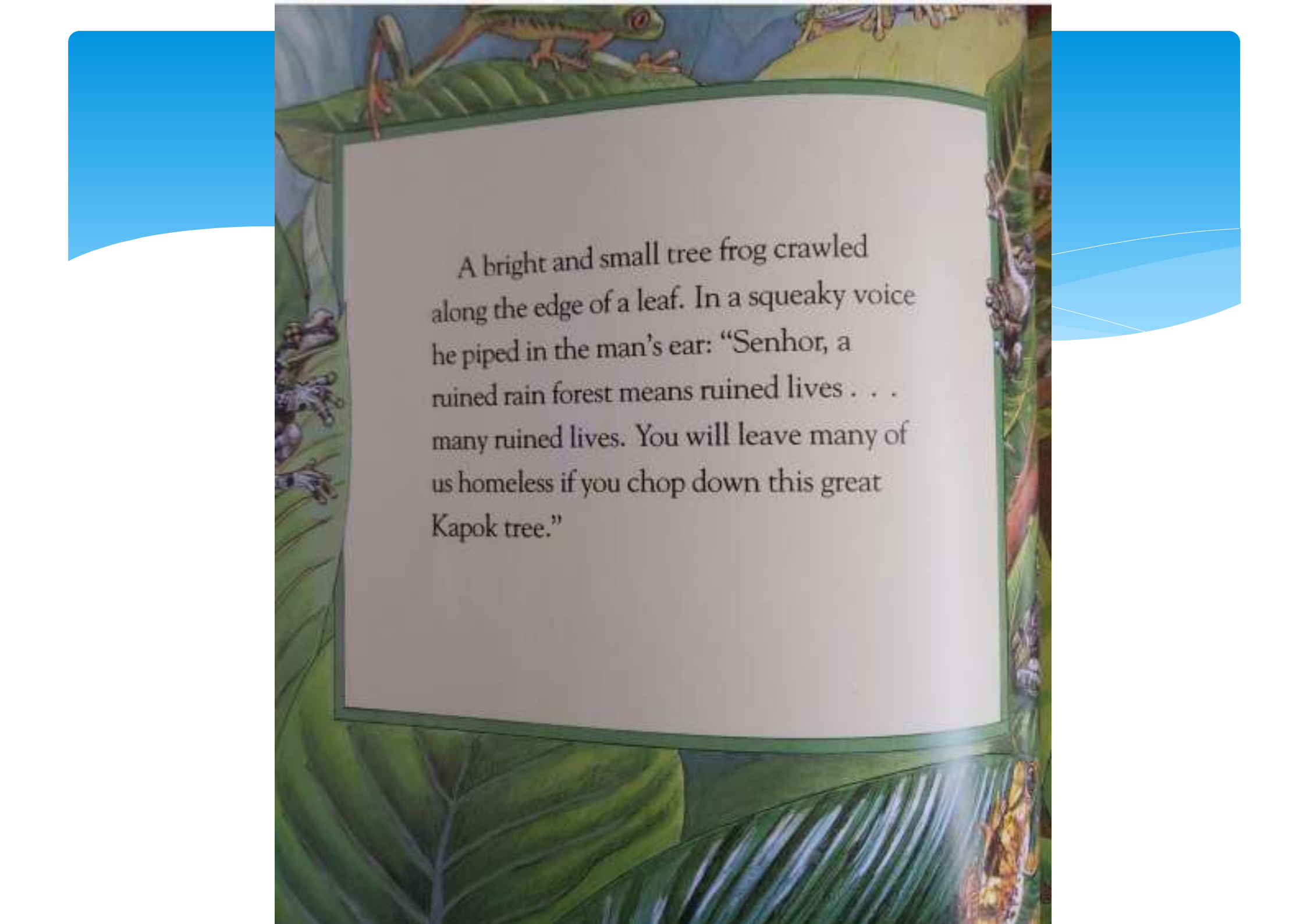




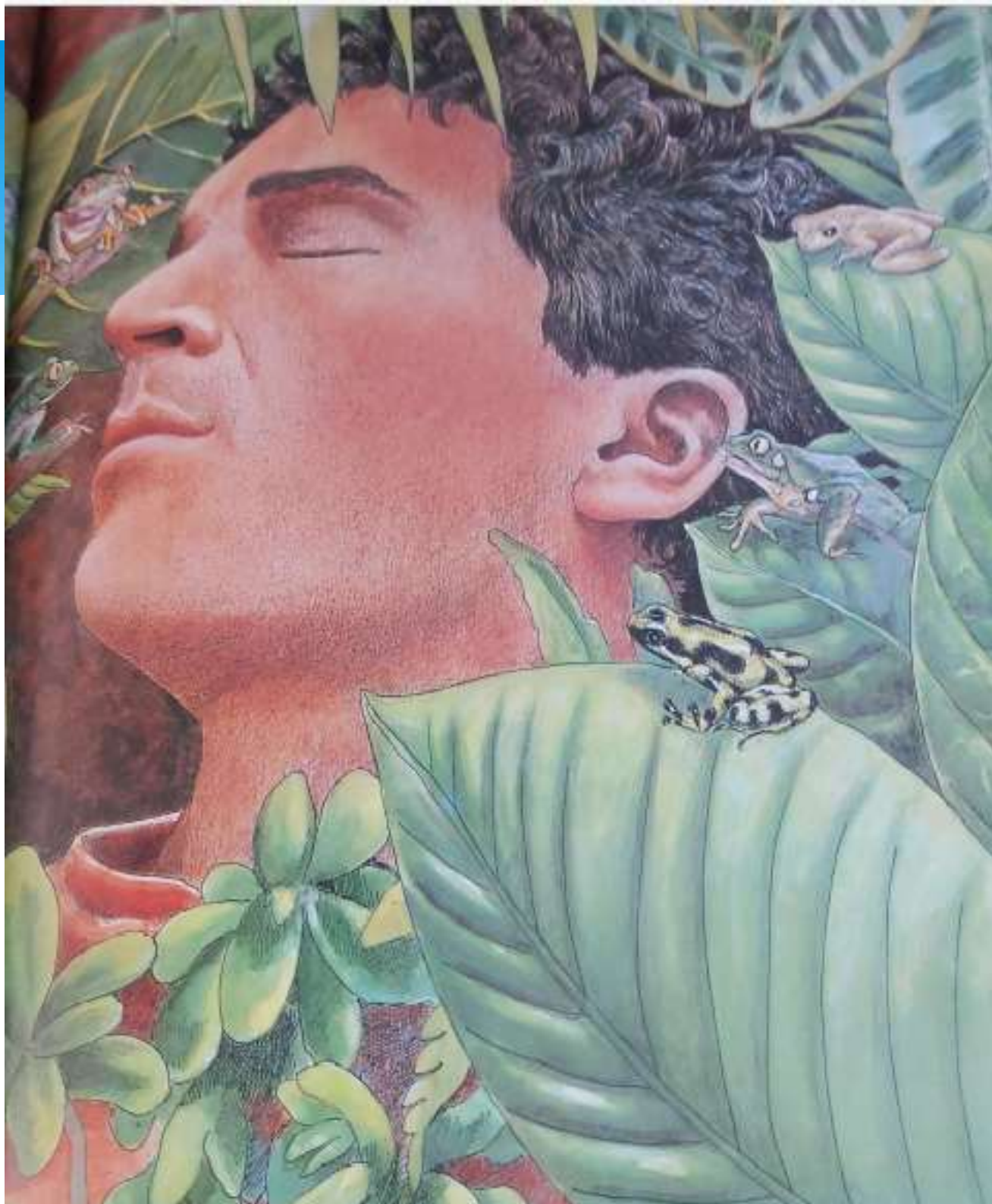
A toucan, a macaw, and a cock-of-the-rock flew down from the canopy. "Senhor!" squawked the toucan, "you must not cut down this tree. We have flown over the rain forest and seen what happens once you begin to chop down the trees. Many people settle on the land. They set fires to clear the underbrush, and soon the forest disappears. Where once there was life and beauty only black and smoldering ruins remain."

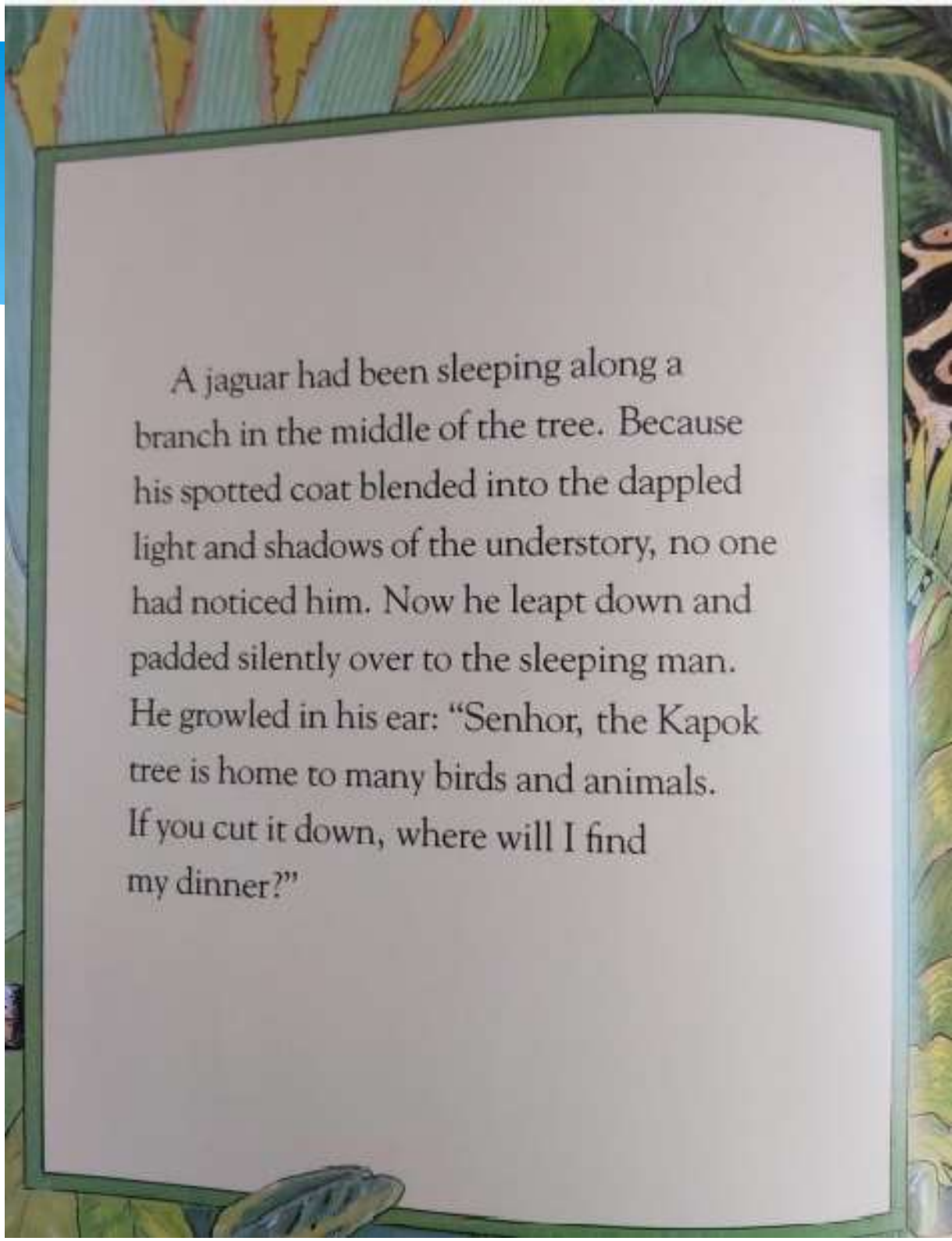






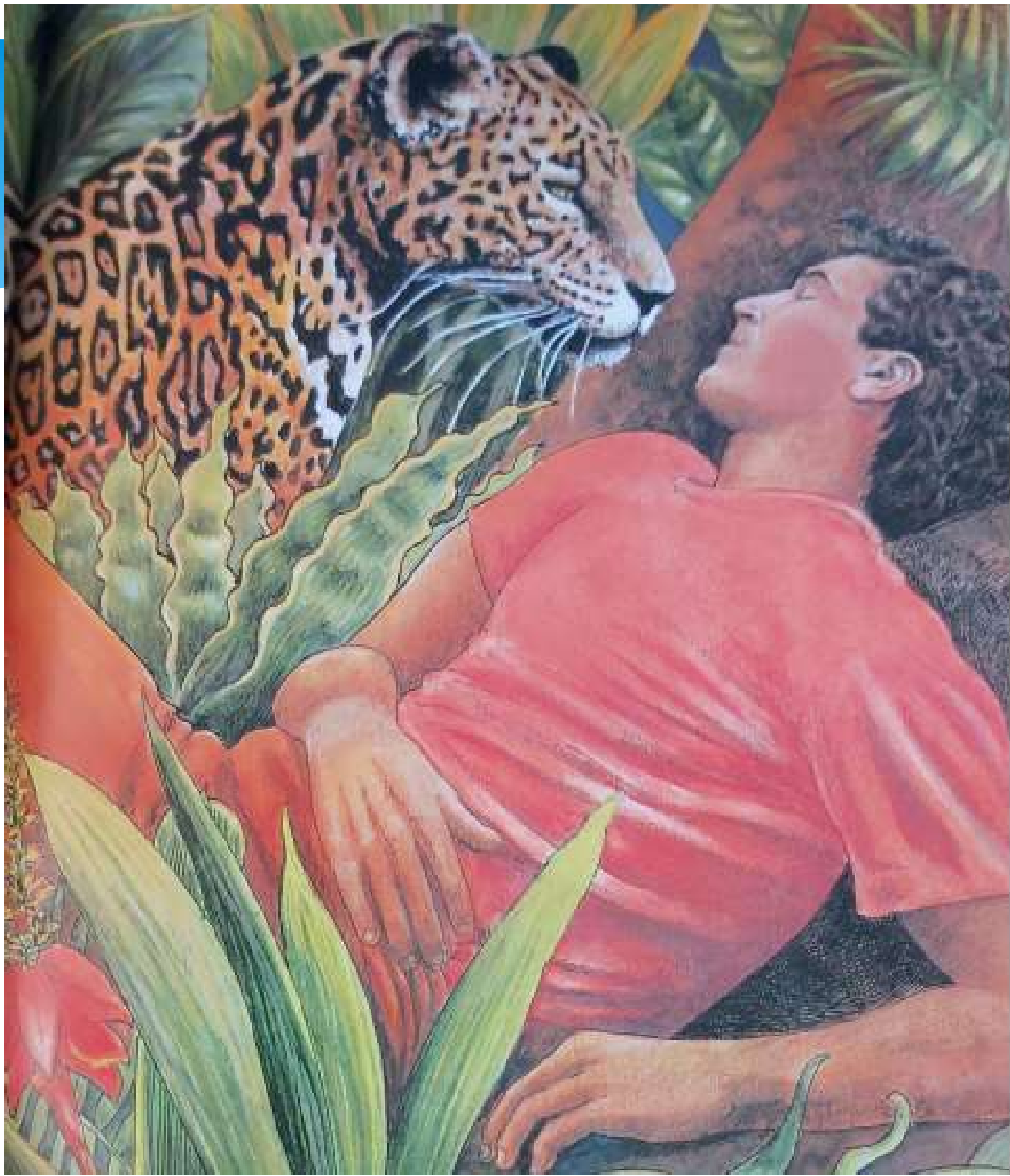
A bright and small tree frog crawled along the edge of a leaf. In a squeaky voice he piped in the man's ear: "Senhor, a ruined rain forest means ruined lives . . . many ruined lives. You will leave many of us homeless if you chop down this great Kapok tree."

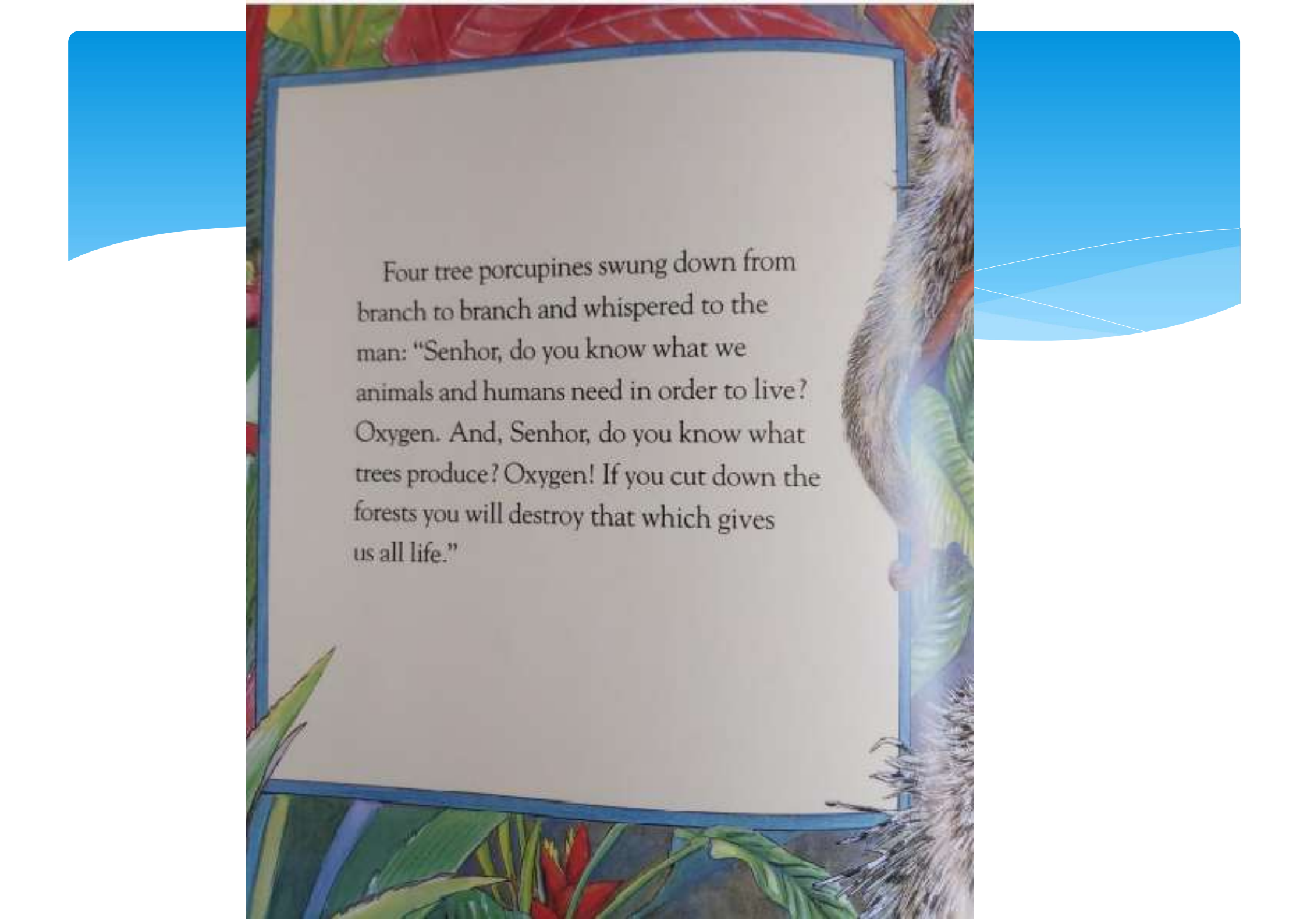


A jaguar is perched on a branch in a tree, its spotted coat blending into the dappled light and shadows of the understory. The jaguar is looking down at a sleeping man on the ground. The scene is set in a lush, green forest with various plants and trees. The jaguar's coat is a mix of brown, black, and tan spots, which helps it camouflage in the forest environment. The man is lying on his back, seemingly asleep, with his arms at his sides. The jaguar's expression is one of concern or warning. The overall atmosphere is one of a quiet, yet tense moment in a tropical forest.

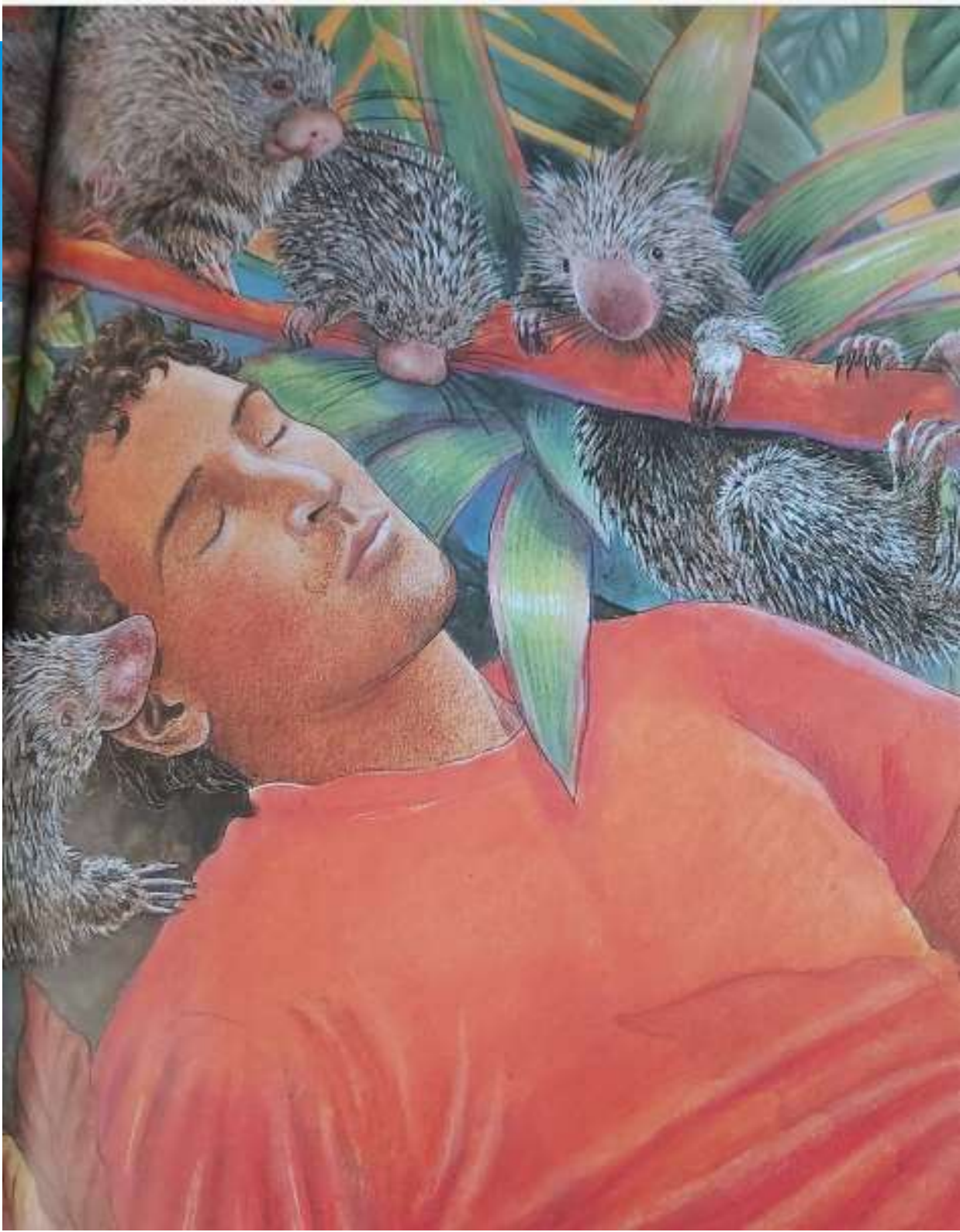
A jaguar had been sleeping along a branch in the middle of the tree. Because his spotted coat blended into the dappled light and shadows of the understory, no one had noticed him. Now he leapt down and padded silently over to the sleeping man. He growled in his ear: "Senhor, the Kapok tree is home to many birds and animals. If you cut it down, where will I find my dinner?"



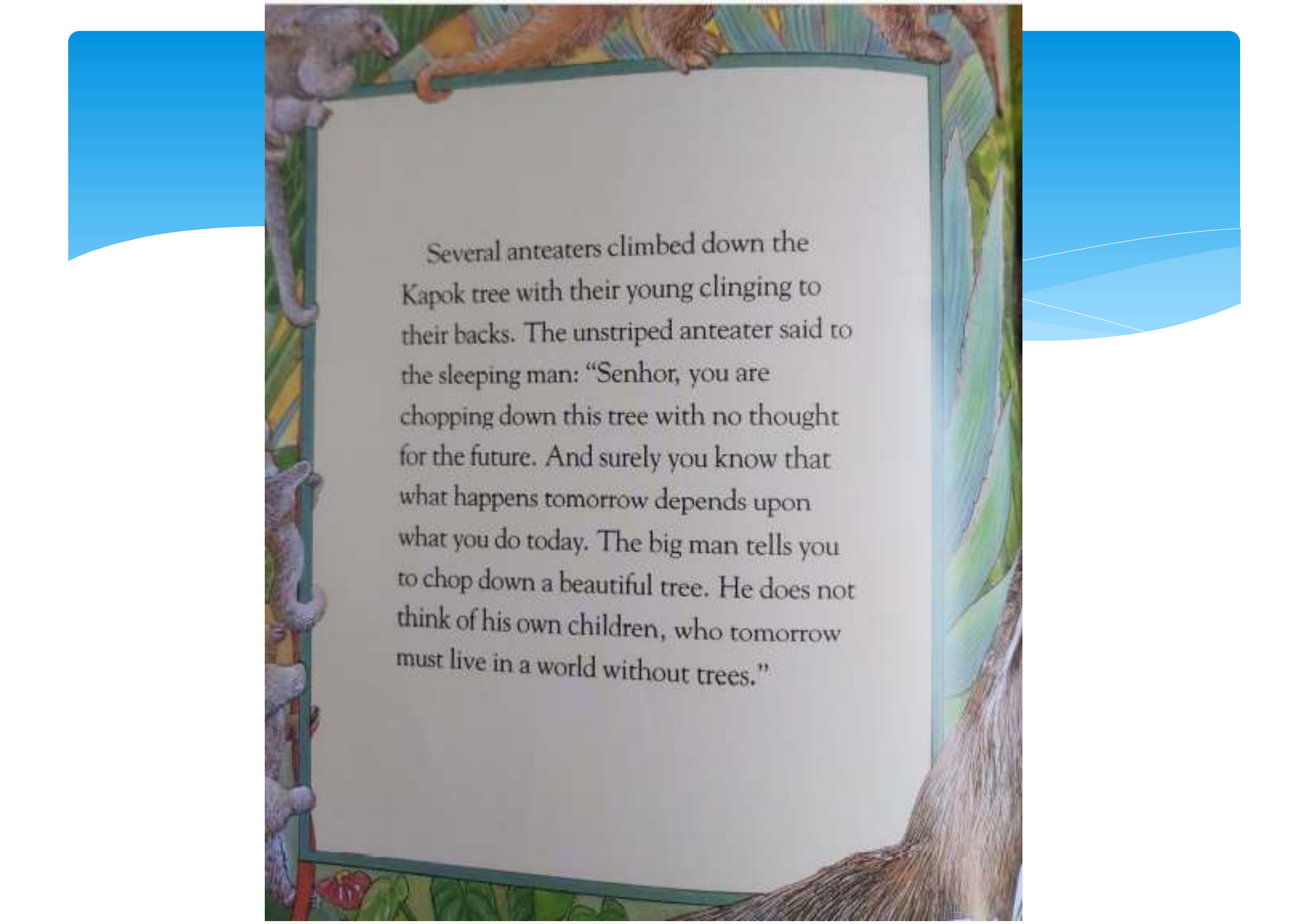




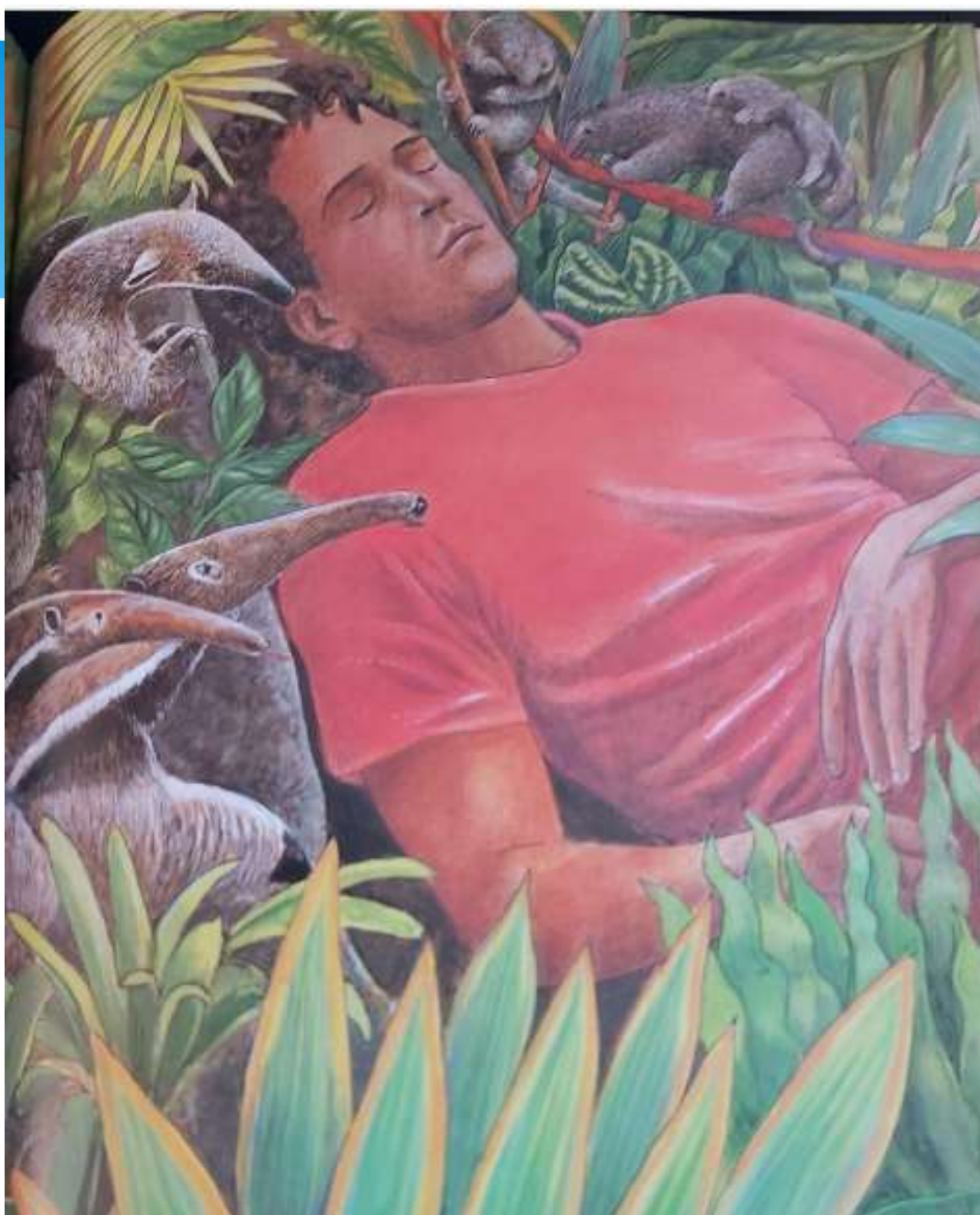
Four tree porcupines swung down from branch to branch and whispered to the man: "Senhor, do you know what we animals and humans need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life."



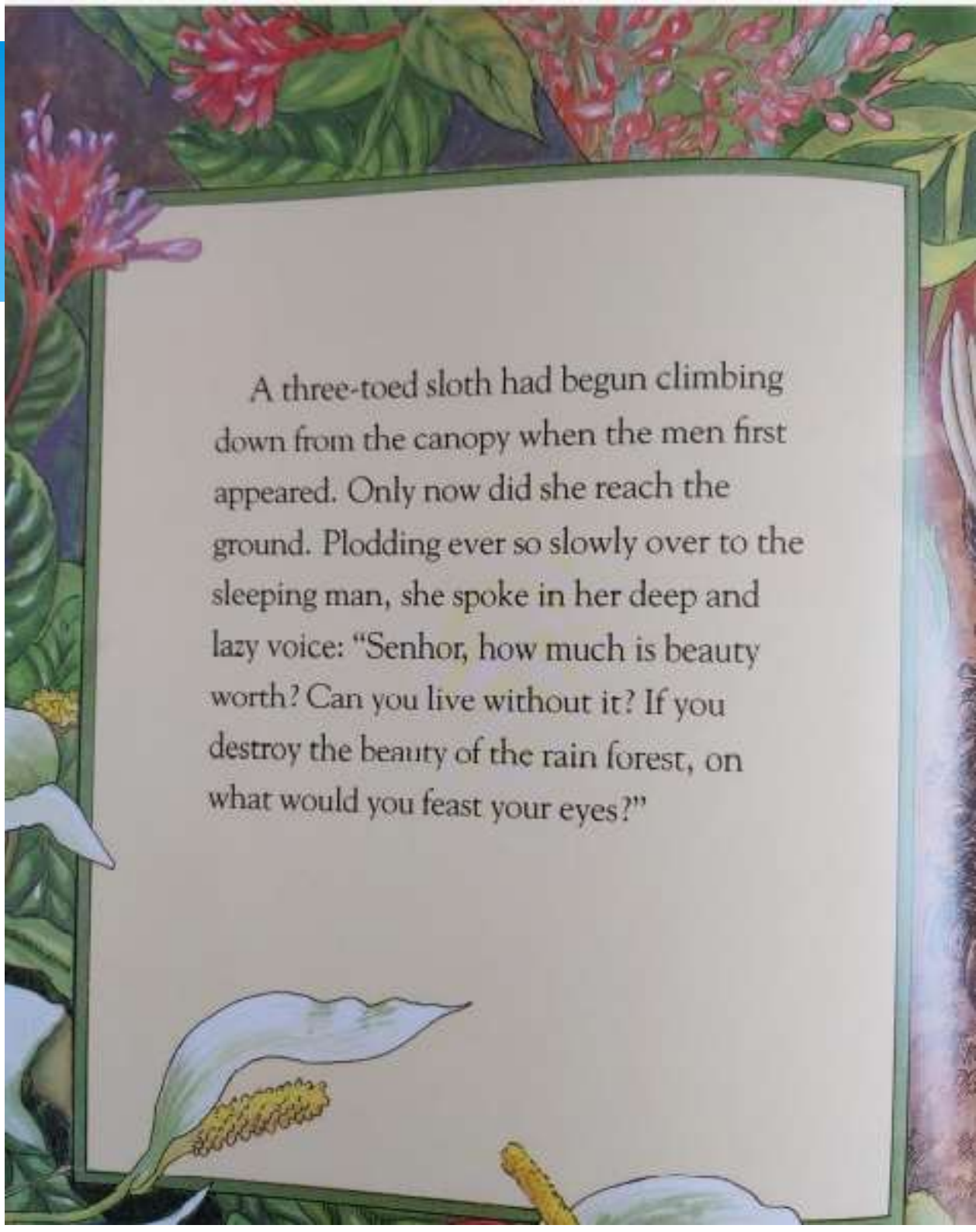


The image shows a page from a children's book. The page is framed by a colorful illustration of a jungle scene. On the left, several anteaters are climbing a tree trunk. On the right, a thatched roof of a hut is visible. The background of the page is a light, textured grey. The text is written in a simple, black, sans-serif font, centered on the page. The text reads: "Several anteaters climbed down the Kapok tree with their young clinging to their backs. The unstriped anteater said to the sleeping man: "Senhor, you are chopping down this tree with no thought for the future. And surely you know that what happens tomorrow depends upon what you do today. The big man tells you to chop down a beautiful tree. He does not think of his own children, who tomorrow must live in a world without trees.""

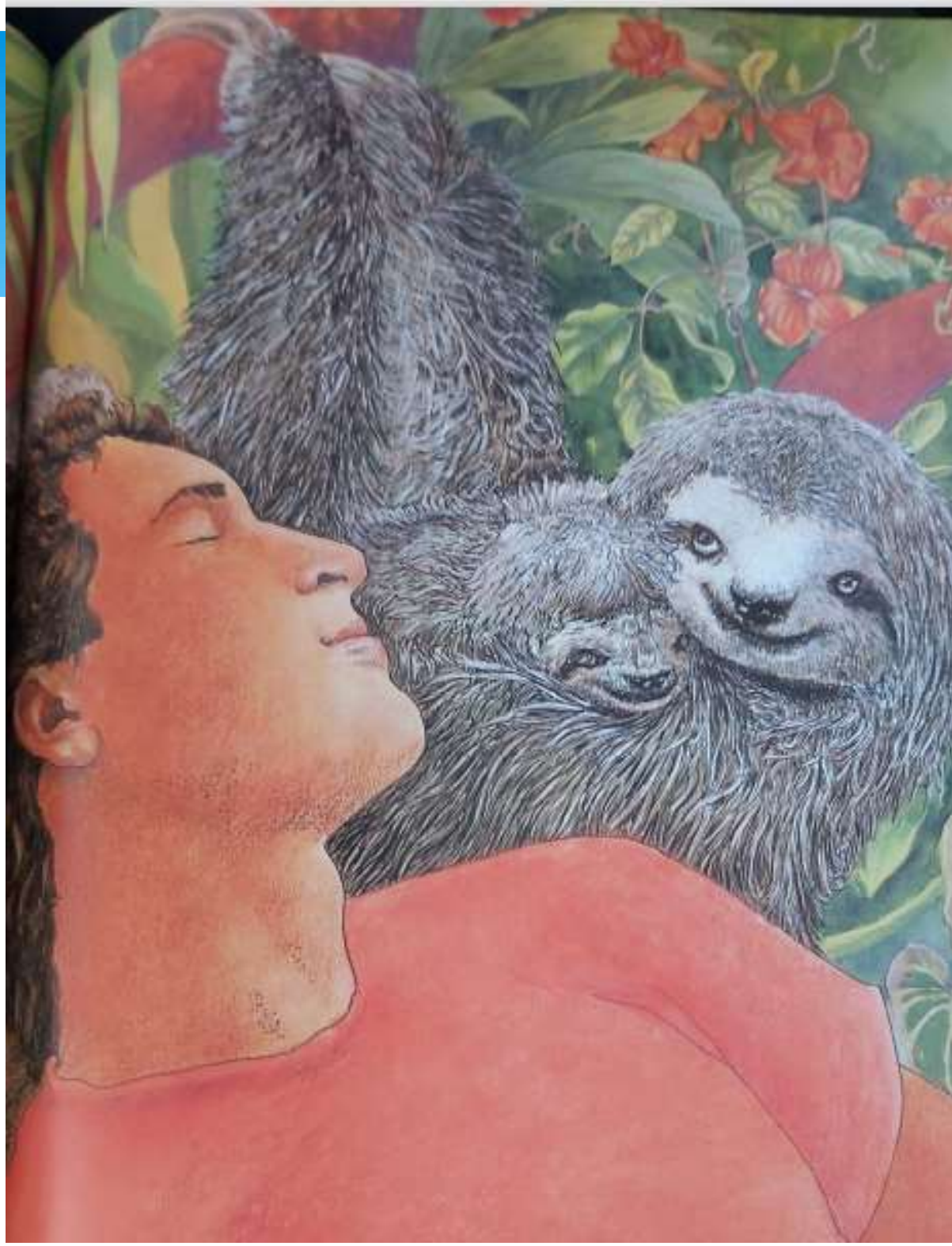
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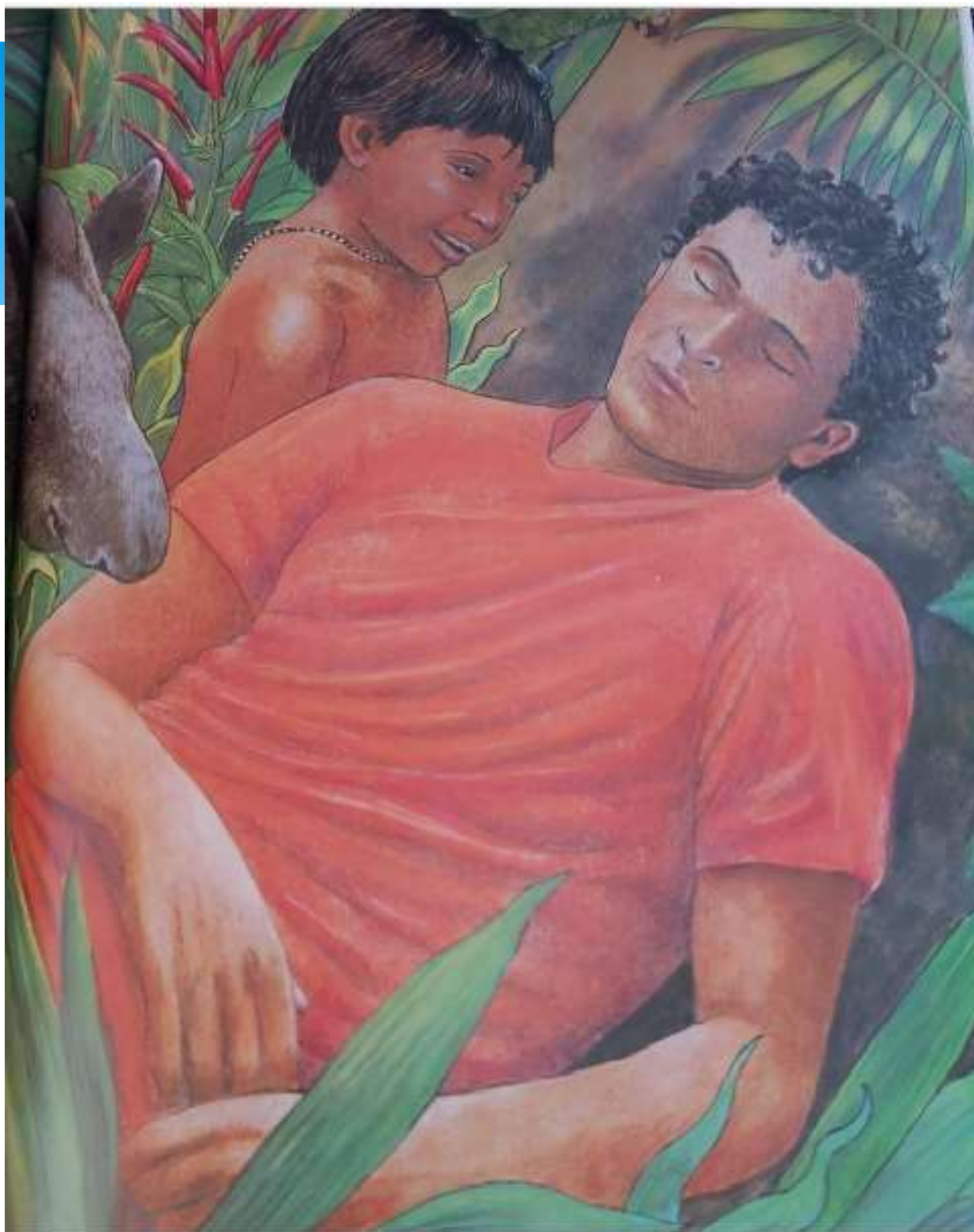
A three-toed sloth had begun climbing down from the canopy when the men first appeared. Only now did she reach the ground. Plodding ever so slowly over to the sleeping man, she spoke in her deep and lazy voice: "Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rain forest, on what would you feast your eyes?"



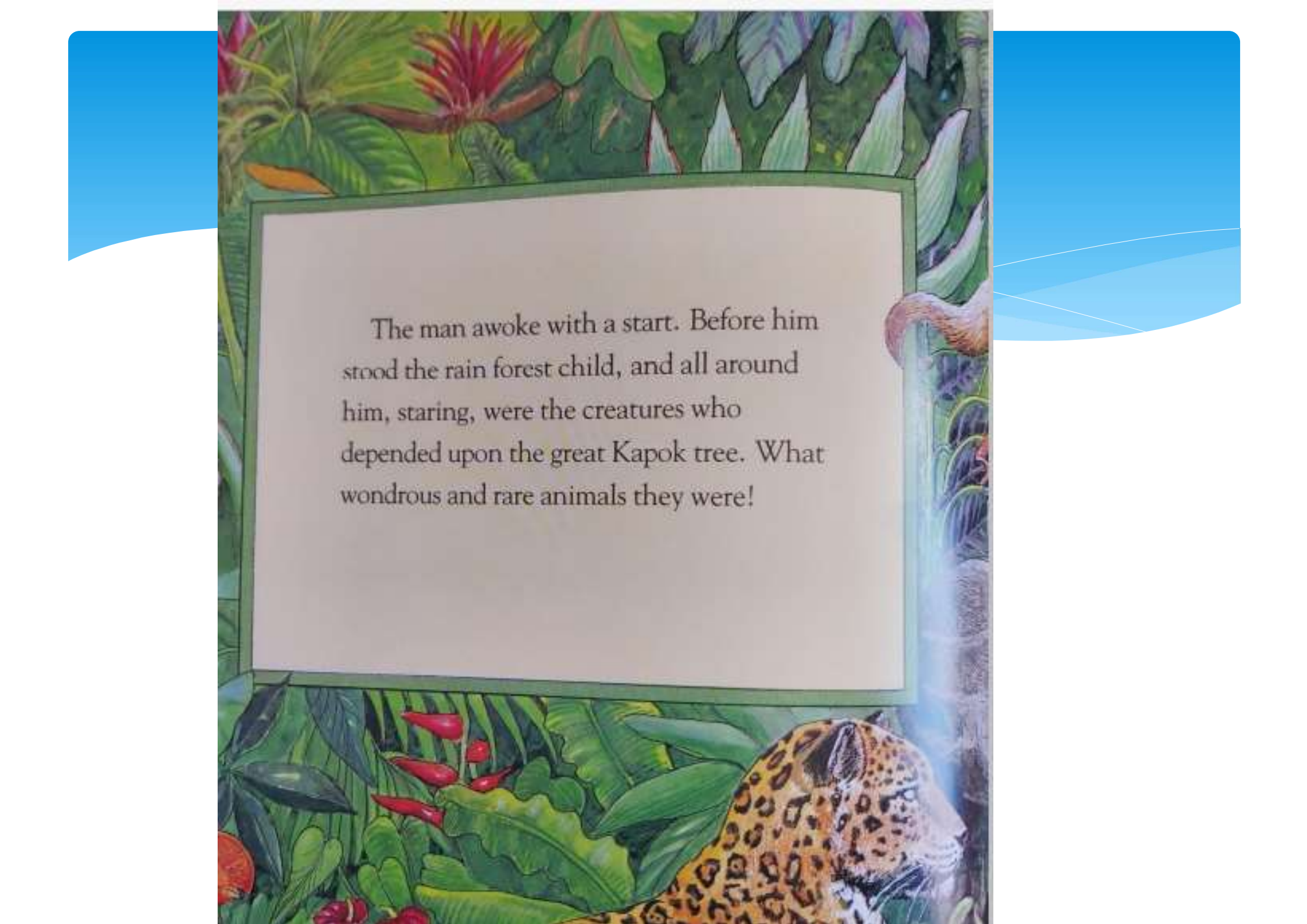




A child from the Yanomamo tribe who lived in the rain forest knelt over the sleeping man. He murmured in his ear: "Senhor, when you awake, please look upon us all with new eyes."

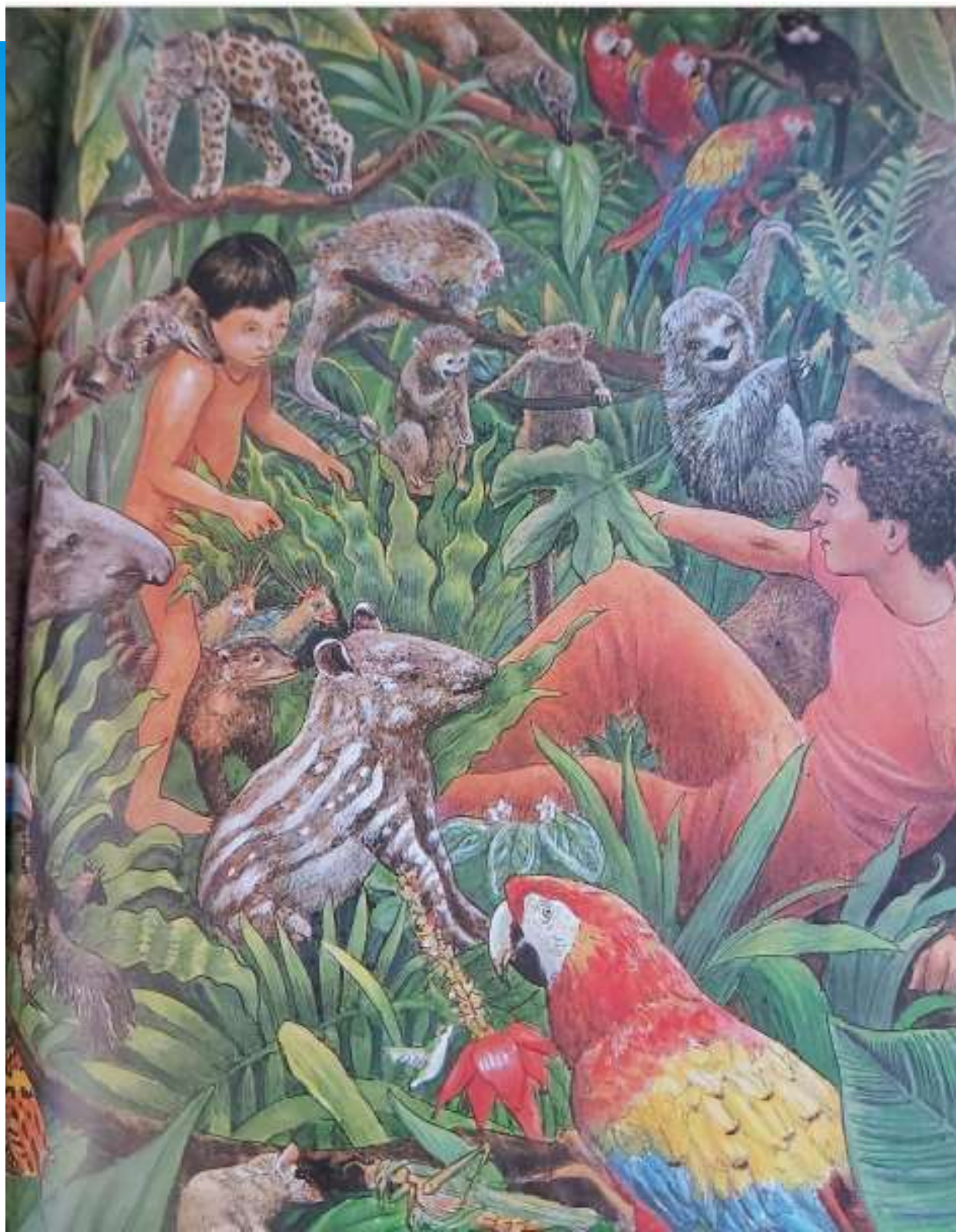


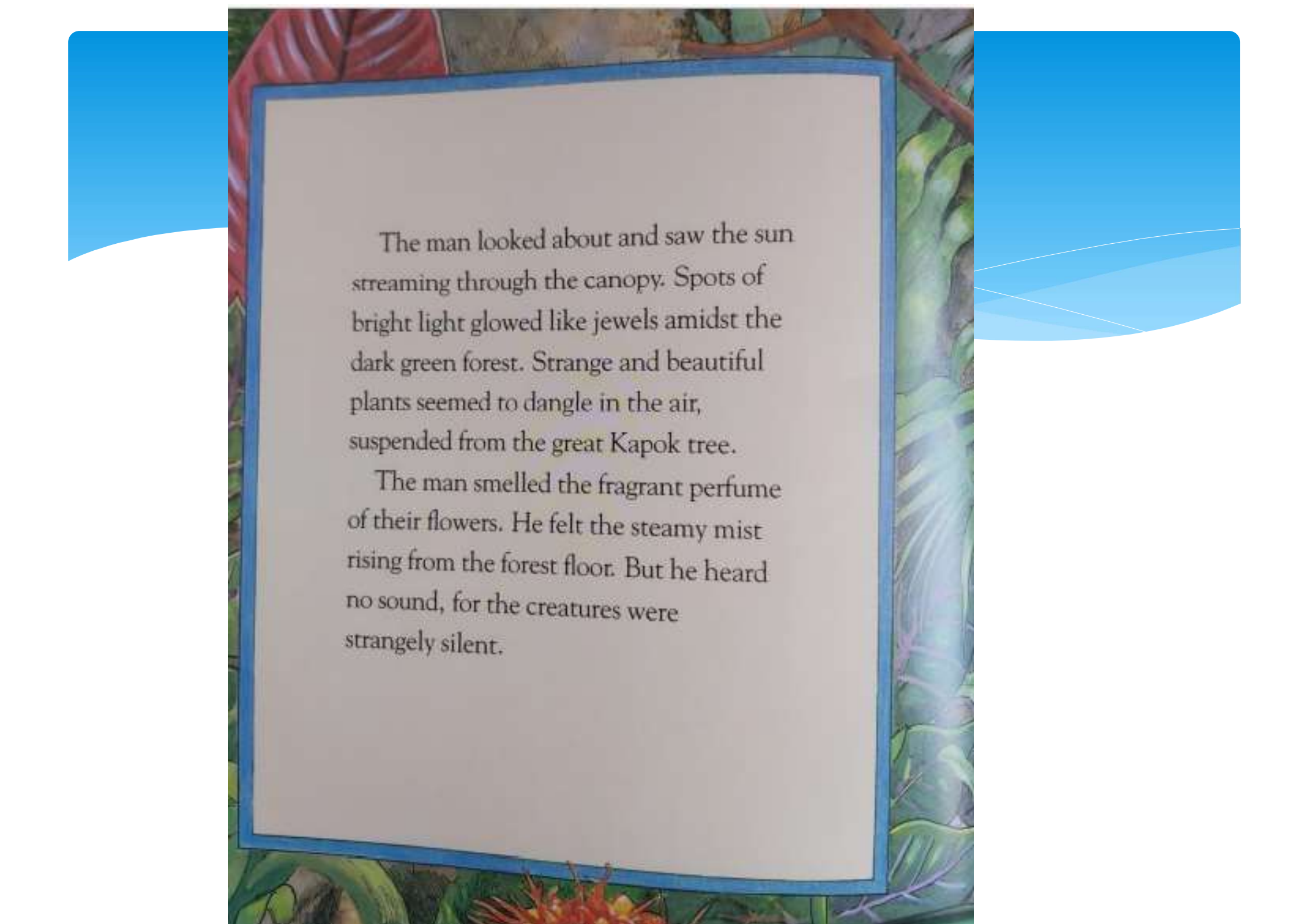




The man awoke with a start. Before him stood the rain forest child, and all around him, staring, were the creatures who depended upon the great Kapok tree. What wondrous and rare animals they were!



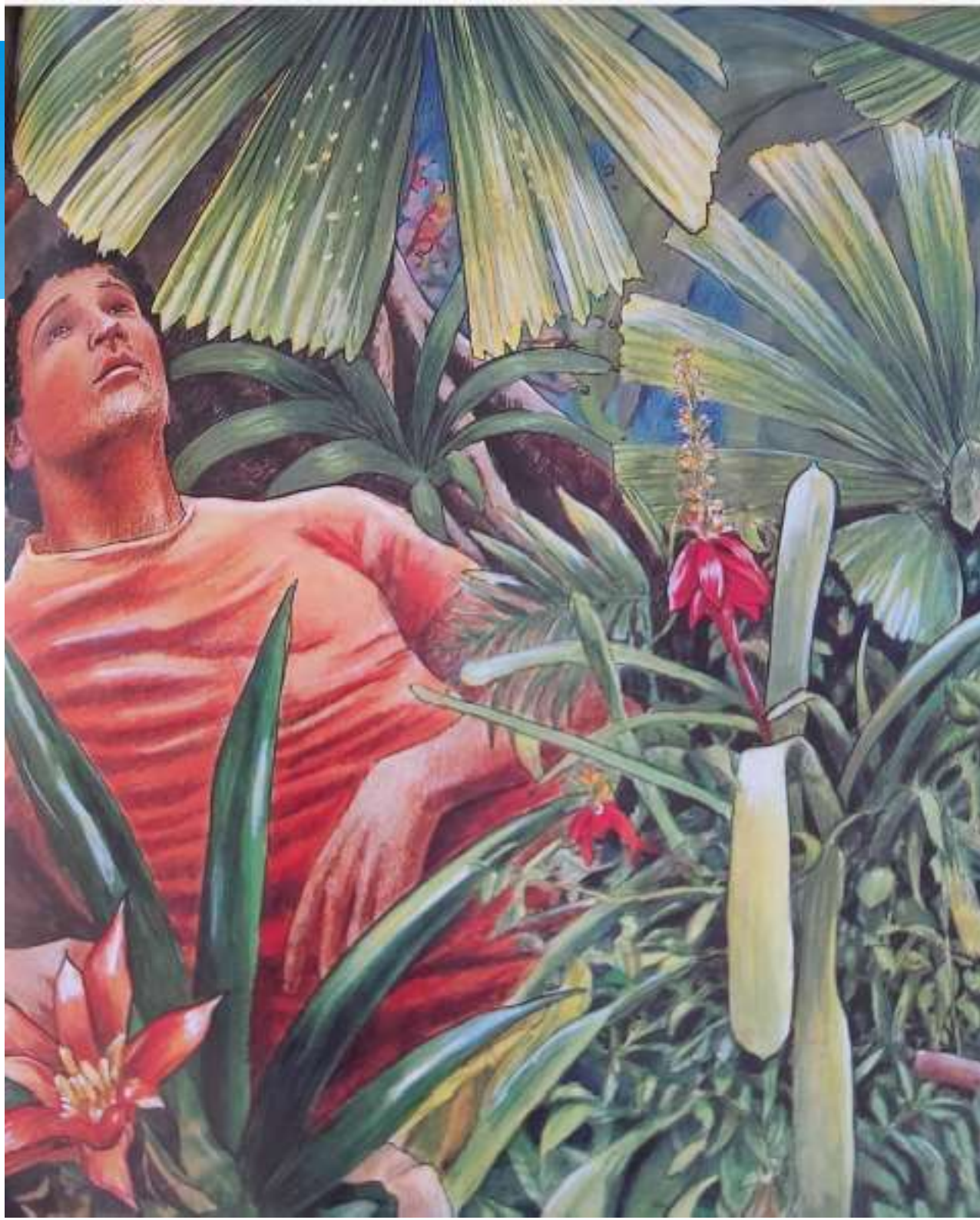


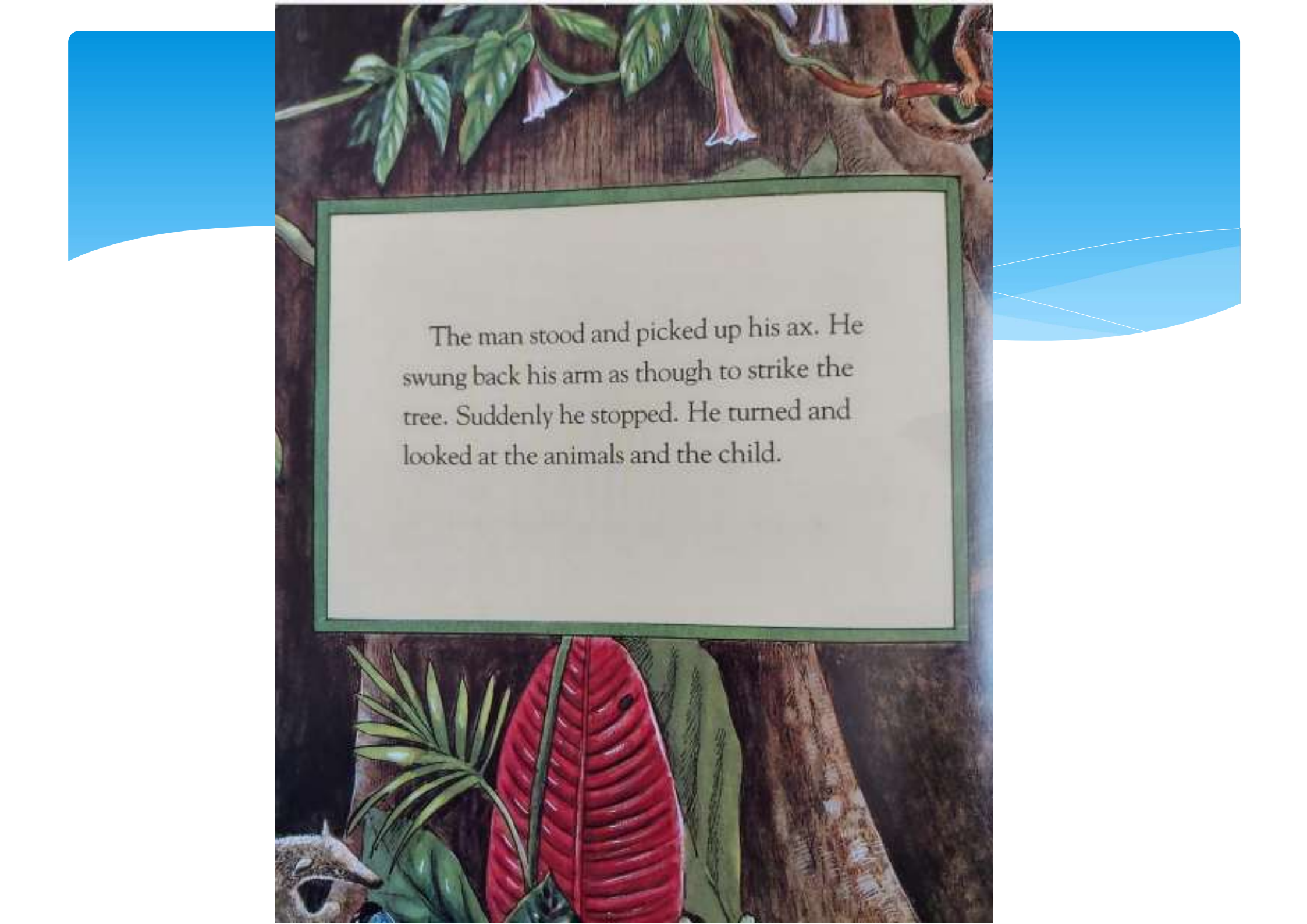


The man looked about and saw the sun streaming through the canopy. Spots of bright light glowed like jewels amidst the dark green forest. Strange and beautiful plants seemed to dangle in the air, suspended from the great Kapok tree.

The man smelled the fragrant perfume of their flowers. He felt the steamy mist rising from the forest floor. But he heard no sound, for the creatures were strangely silent.

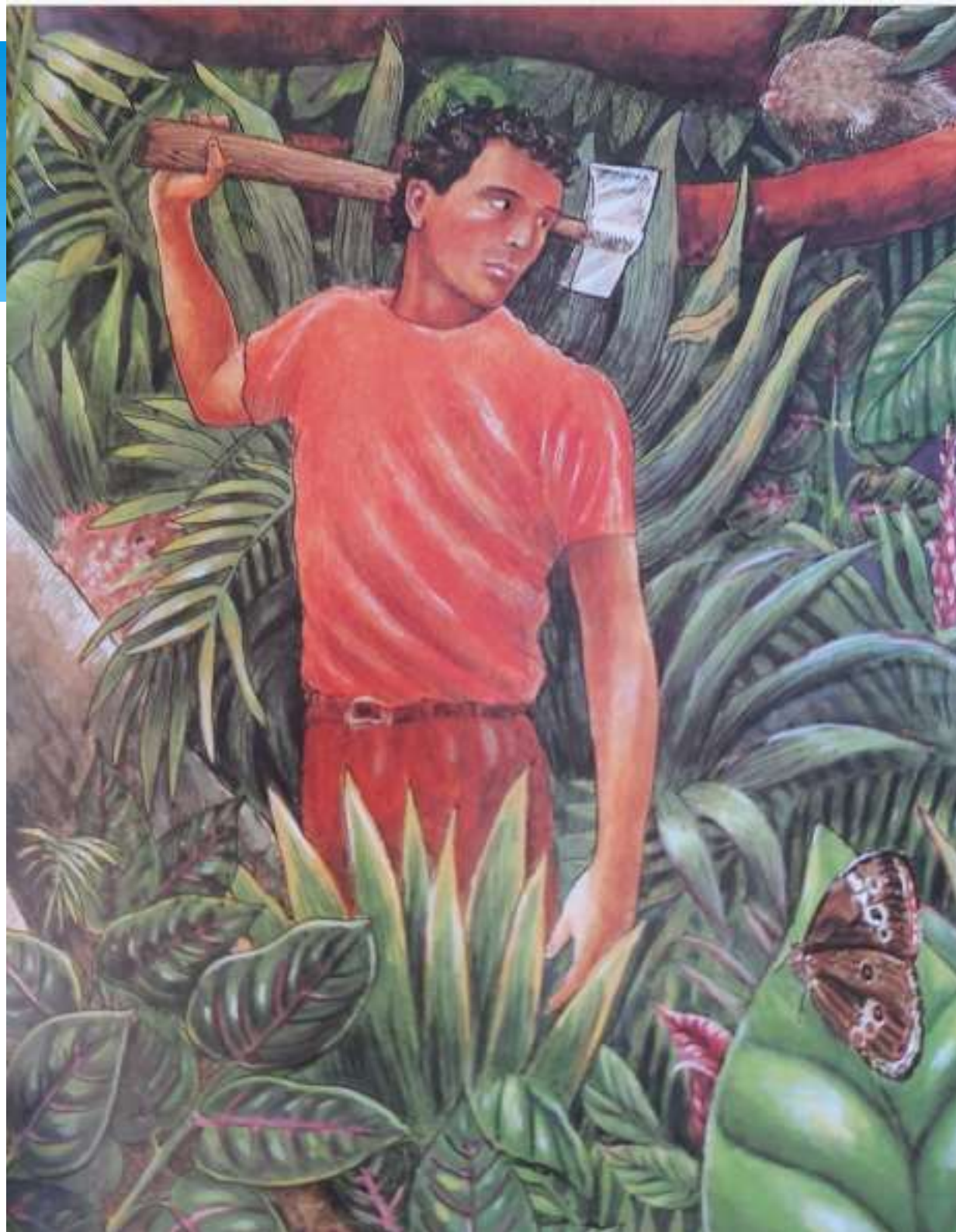




The background of the page is a detailed illustration of a jungle. At the top, there are green leaves and pink, trumpet-shaped flowers. A tree trunk is visible on the right. In the bottom left corner, there is a small, brown, furry animal, possibly a squirrel or chipmunk, looking towards the right. A large, vibrant red leaf with prominent veins is in the bottom center. The text is centered in a white rectangular box with a green border.

The man stood and picked up his ax. He swung back his arm as though to strike the tree. Suddenly he stopped. He turned and looked at the animals and the child.







He hesitated. Then he dropped the ax  
and walked out of the rain forest.



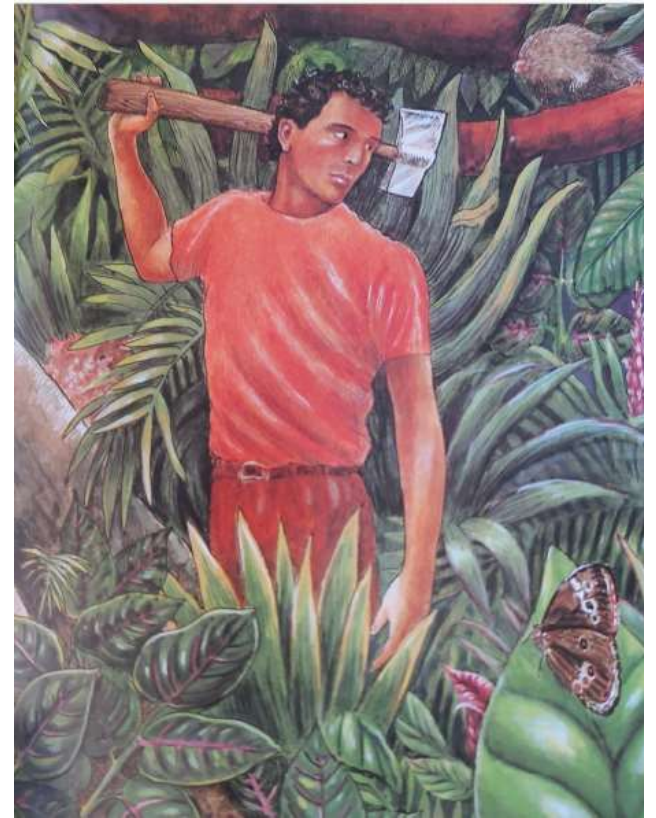
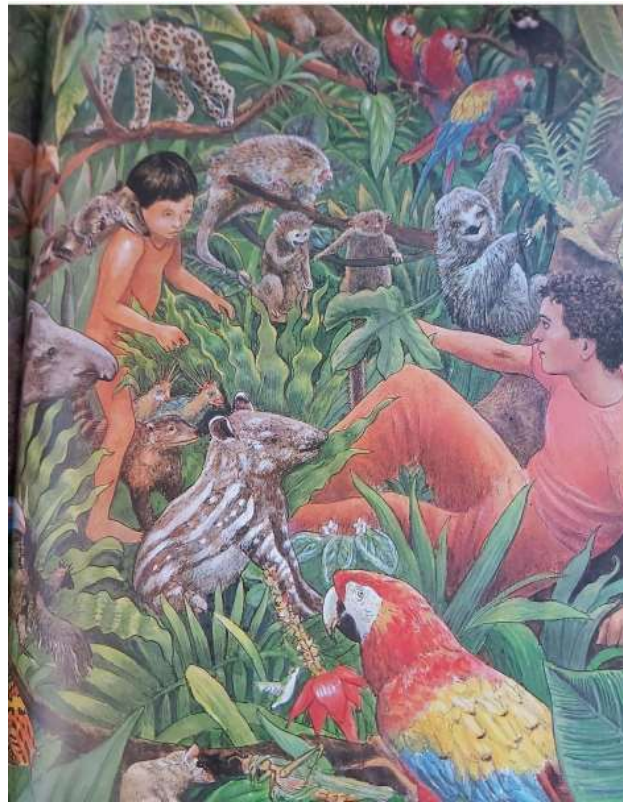
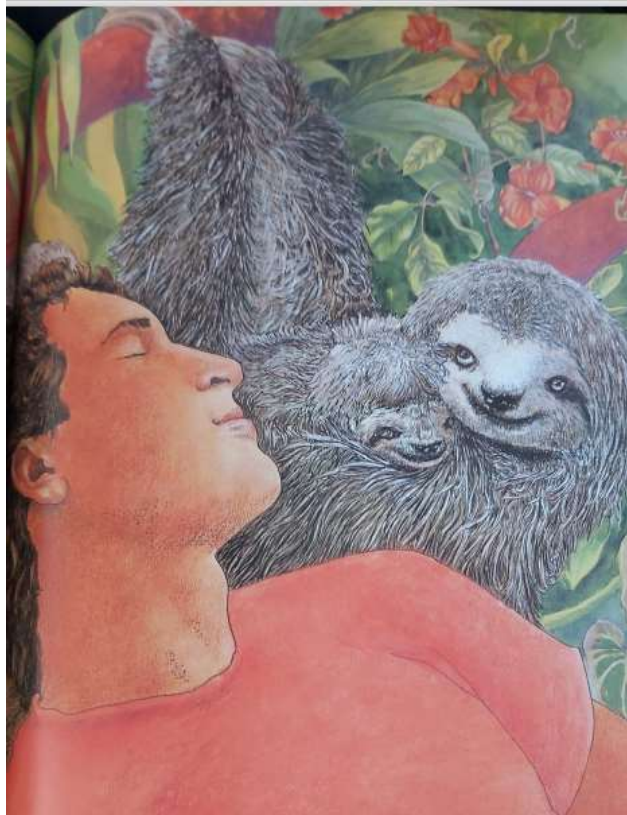
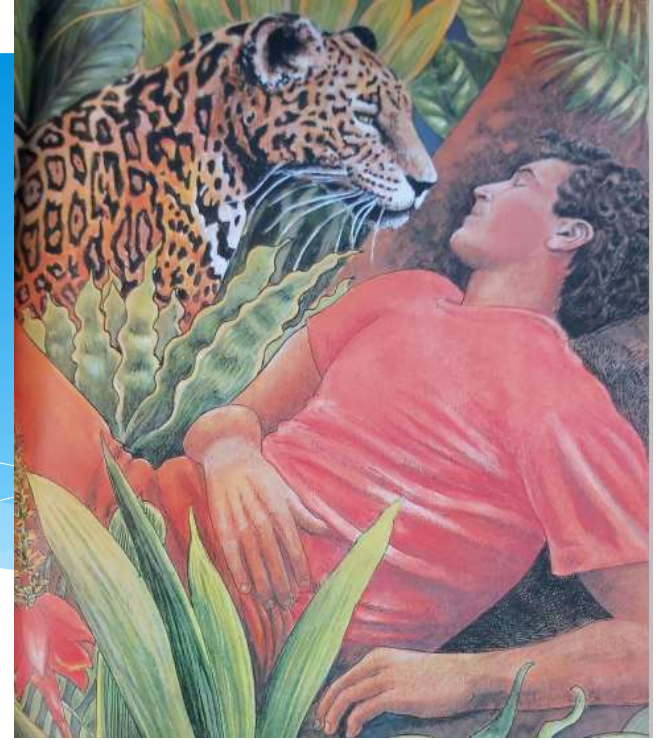
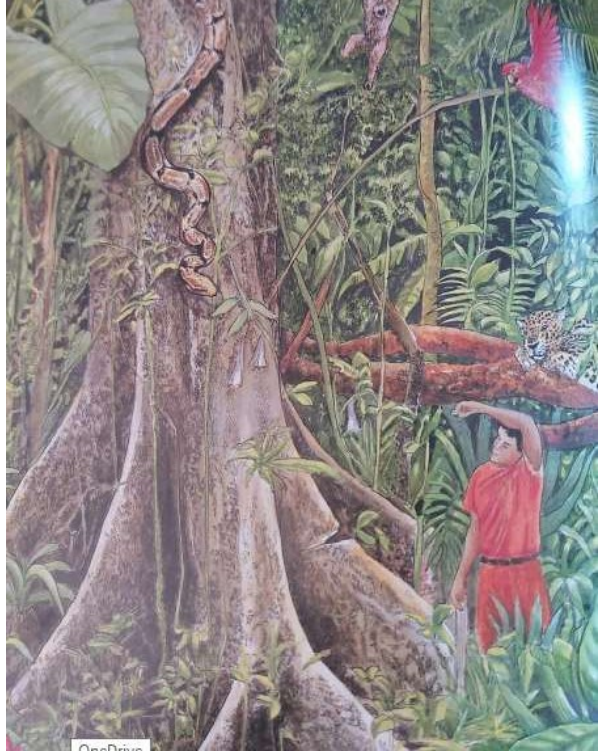
# Week 1 Thursday

- \* Learning Outcome / Objective
- \* I can share ideas.
- \* I can work collaboratively.

# Model text – poetry

*Huge trees stand like monuments, amidst the symphony of life  
Outlasting the dinosaurs  
Shrouded in a translucent veil  
The rivers and streams are the veins and arteries of the rainforest*







# For Forest

- \* [BBC Two - English File, Poetry Backpack: The poetry of Grace Nichols, 'For Forest' by Grace Nichols \(introduction and poem\)](#)
- \* Grace Nichols is a poet who will be studied in Year 5 in Cosmic Disco.
- \* Listen for inspiration.



Shared writing –  
from the picture, reread the text and cross out  
all the words that are not needed.



The smaller man took the ax he carried  
and struck the trunk of the tree. Whack!  
Whack! Whack! The sounds of the blows  
rang through the forest. The wood of the  
tree was very hard. Chop! Chop! Chop!  
The man wiped off the sweat that ran  
down his face and neck. Whack! Chop!  
Whack! Chop!

Soon the man grew tired. He sat down  
to rest at the foot of the great Kapok tree.  
Before he knew it, the heat and hum of the  
forest had lulled him to sleep.

ax

struck

Whack!

Whack! Whack!

blows

rang through the forest.

Chop! Chop! Chop!

sweat ran

Whack! Chop!

Whack! Chop!

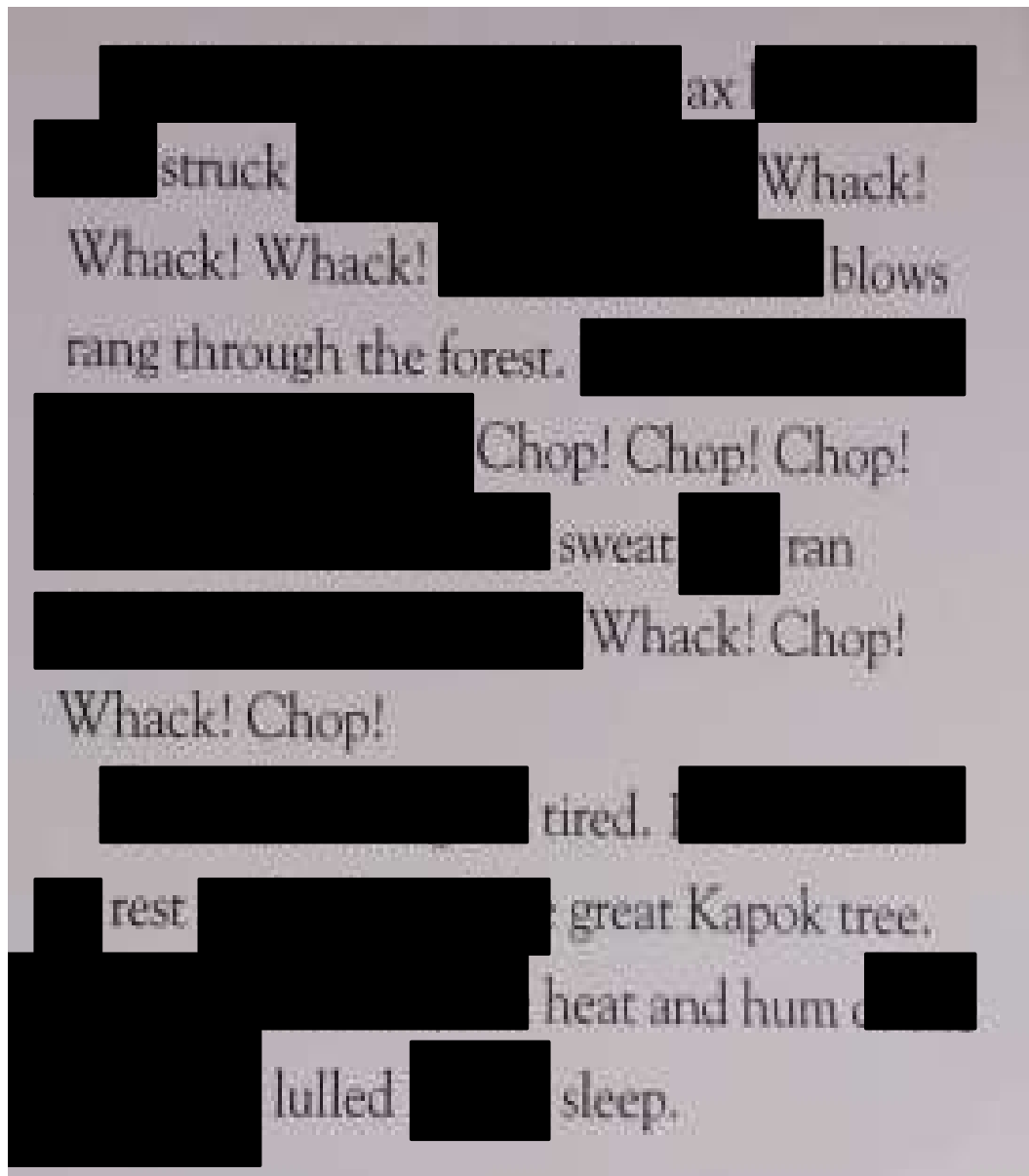
tired.

rest

great Kapok tree.

heat and hum

lulled sleep.



Shared writing example...

An axe struck, WHACK! WHACK! WHACK!  
Blows rang, CHOP! CHOP! CHOP!  
Man tired,  
Heat intensified,  
Hums grew louder,  
Man lulled to sleep,  
And the Great Kapok tree sighed in relief.

# Week 1 Friday

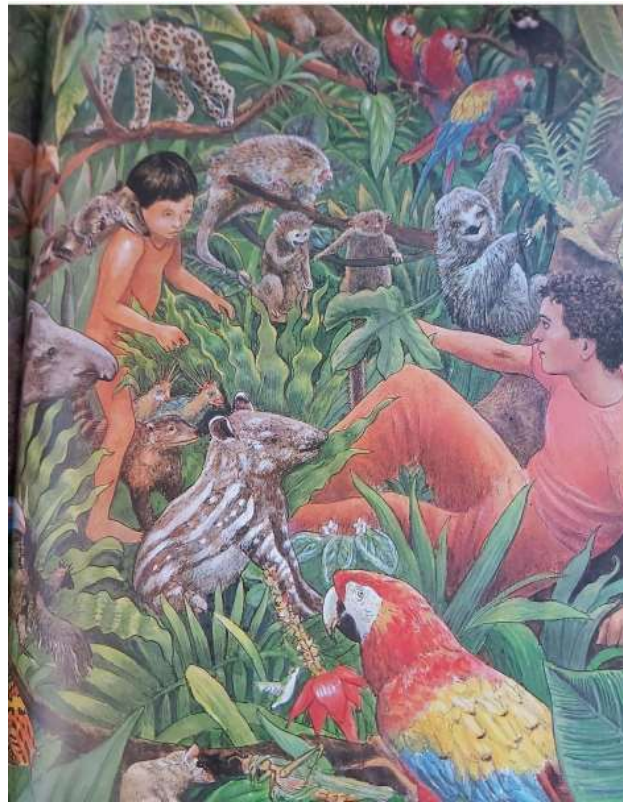
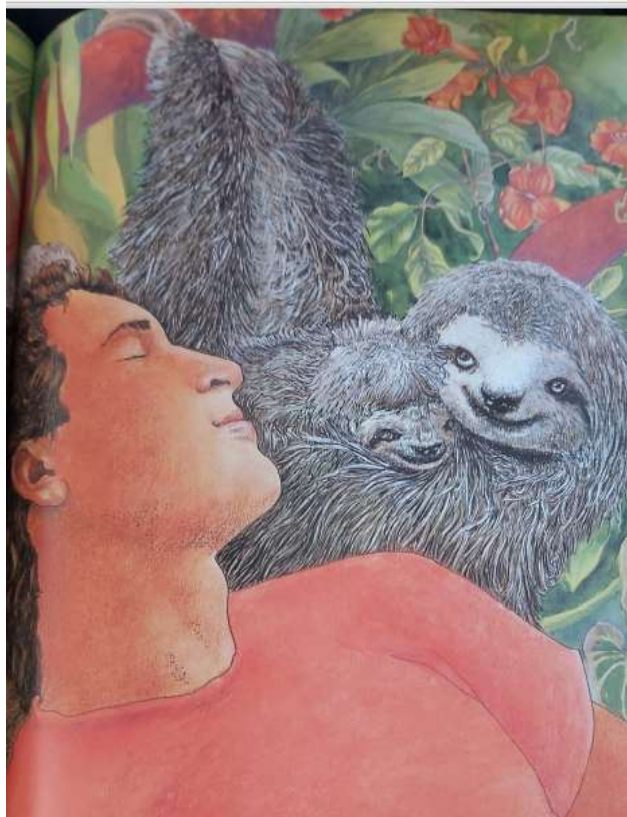
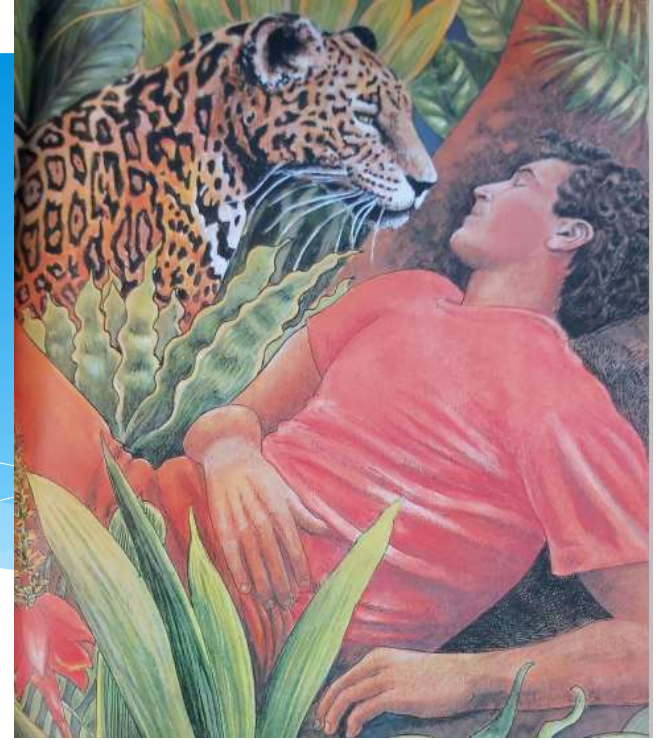
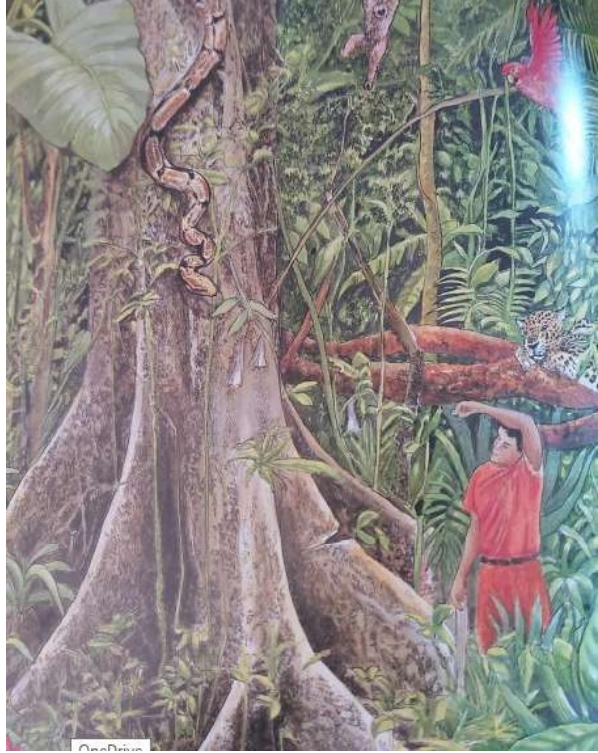
- \* Learning Outcome / Objective
- \* I can choose words for impact and effect.



# Model text – poetry

*Huge trees stand like monuments, amidst the symphony of life  
Outlasting the dinosaurs  
Shrouded in a translucent veil  
The rivers and streams are the veins and arteries of the rainforest*







# Success Criteria

- \* All words are chosen for effect and impact
- \* There is a simile or metaphor to support imagery
- \* The layout helps the reader read the poem out loud

# Week 2 Monday

- \* Learning Outcome / Objective
- \* I can recognise arguments either for and against something.
- \* I can speak with confidence and fluency.
- \* I can give justifications for ordering ideas based on their importance.

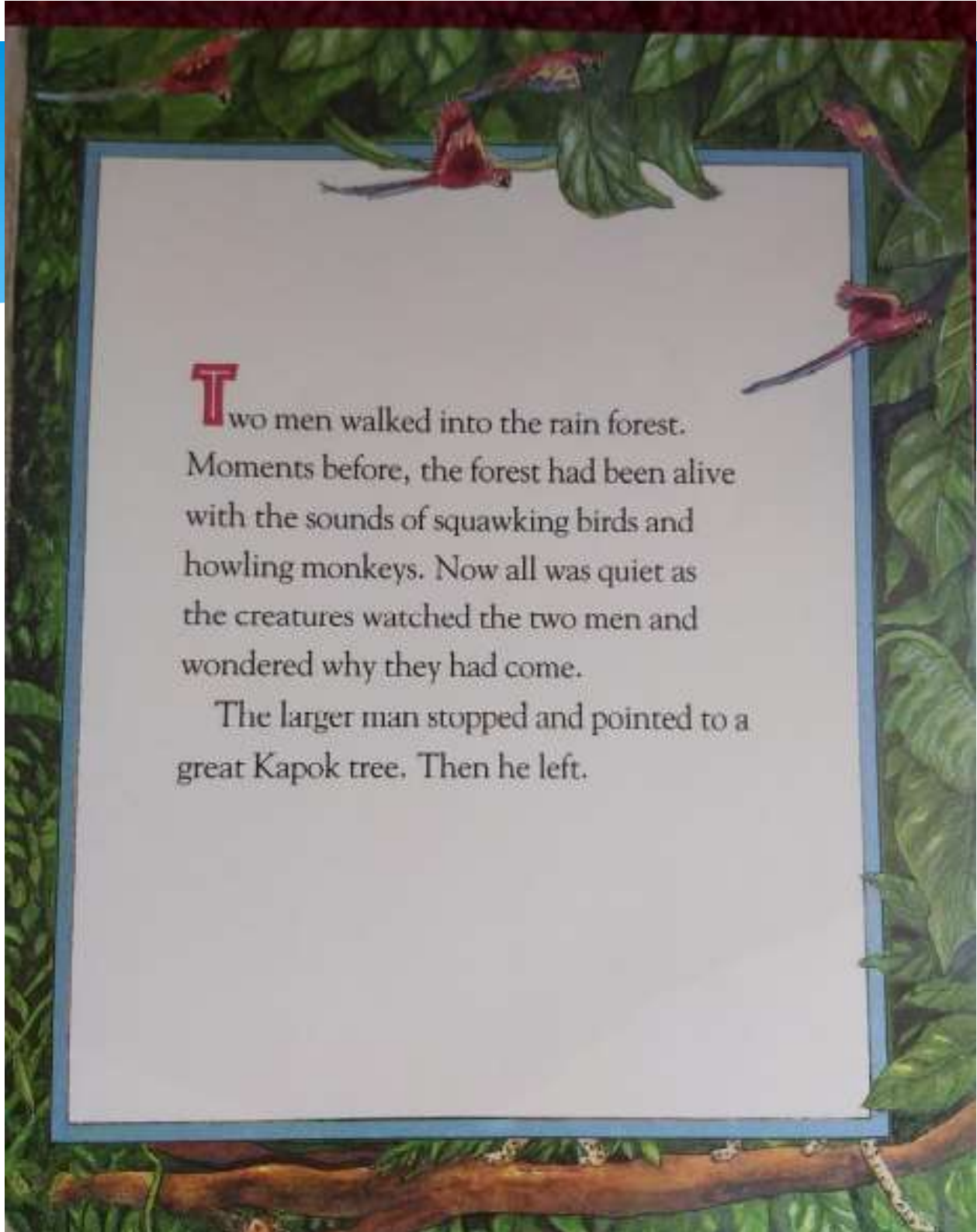




# THE GREAT KAPOK TREE

A TALE OF THE AMAZON RAIN FOREST

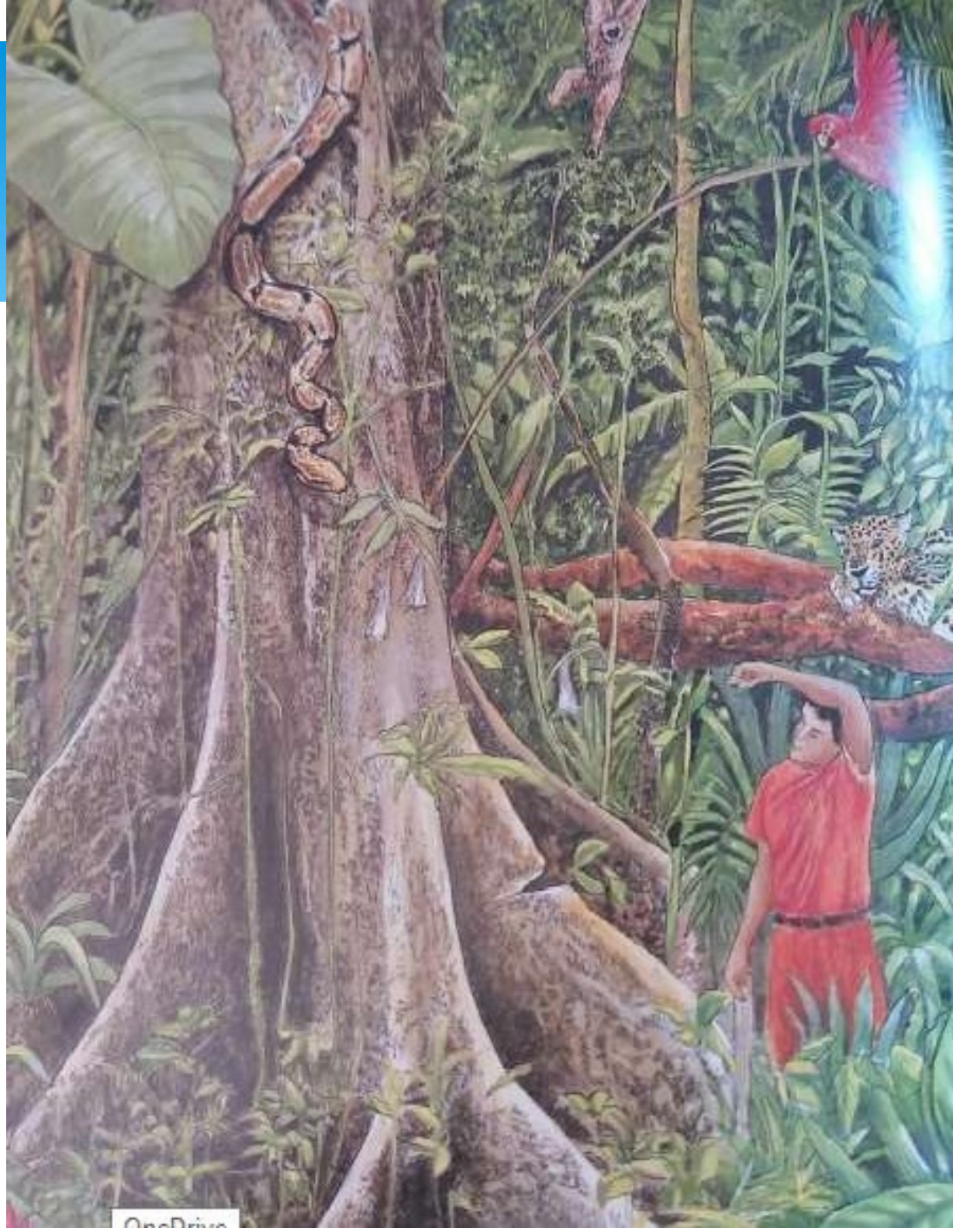
by Lynne Cherry

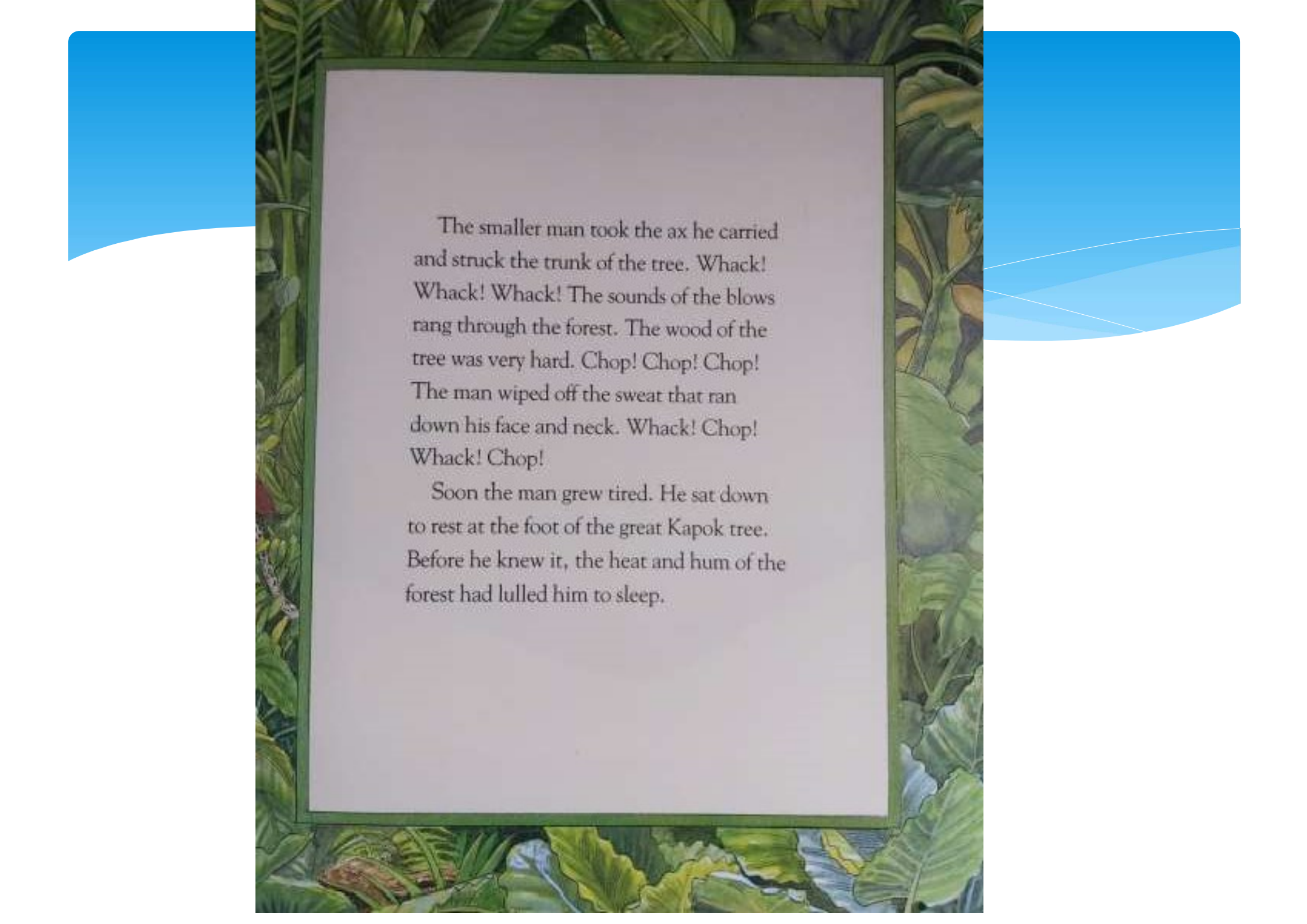
The page is framed by a lush rainforest illustration. At the top, several red and blue parrots are perched on green leaves. On the right side, a red parrot is shown in flight. The bottom of the page features a thick brown tree branch with small white flowers. The text is contained within a light gray rectangular box with a blue border.

**T**wo men walked into the rain forest. Moments before, the forest had been alive with the sounds of squawking birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come.

The larger man stopped and pointed to a great Kapok tree. Then he left.



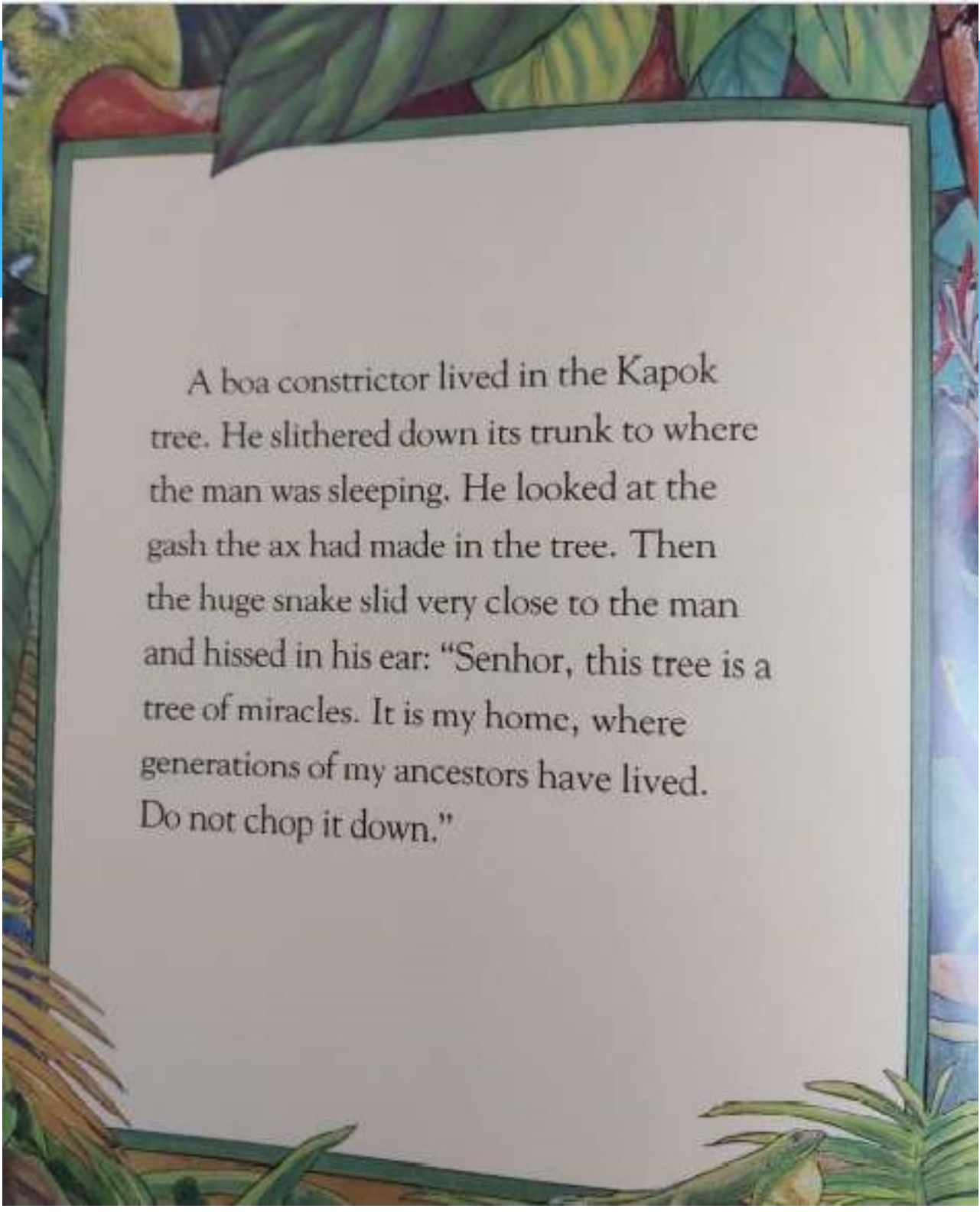




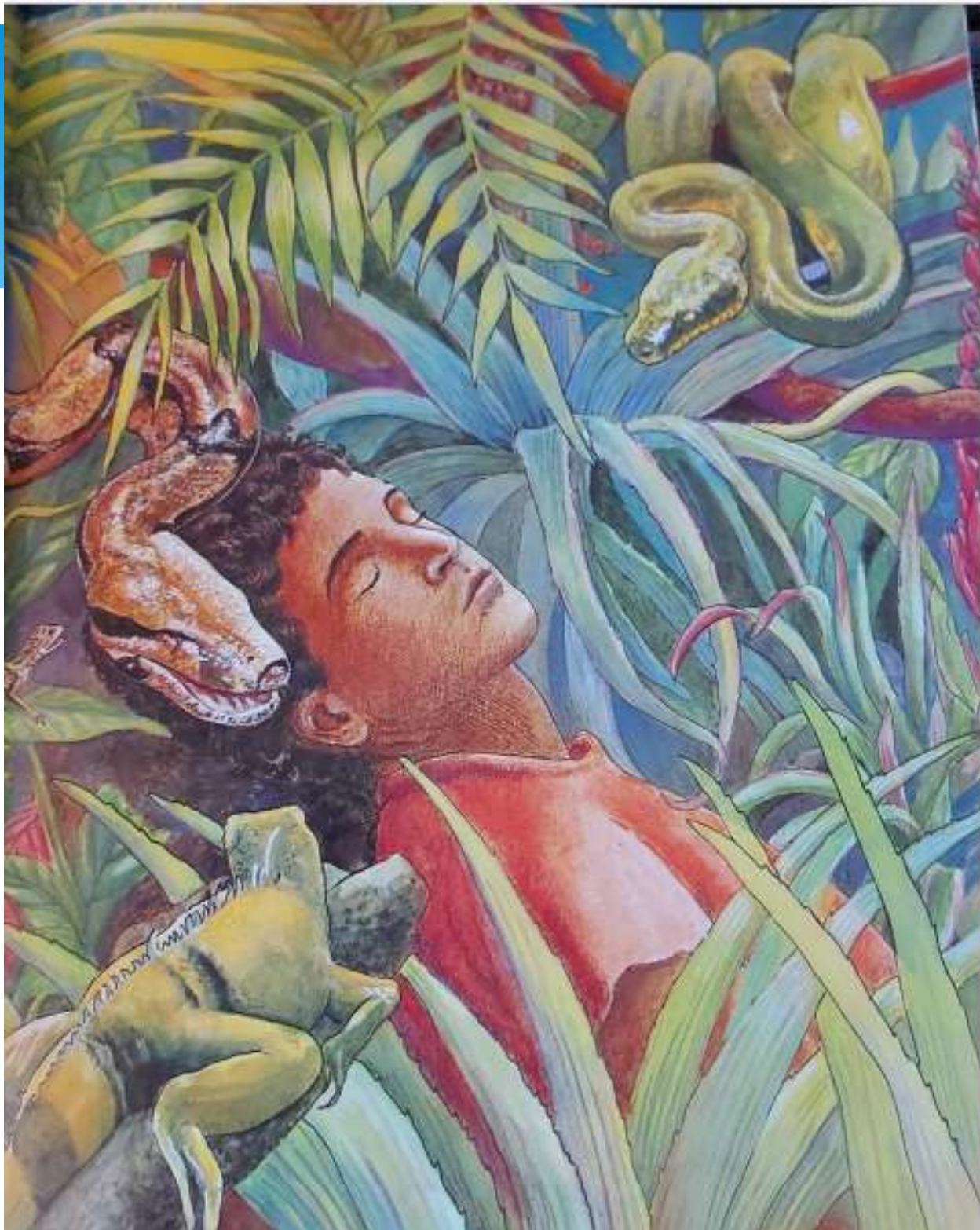
The smaller man took the ax he carried and struck the trunk of the tree. Whack! Whack! Whack! The sounds of the blows rang through the forest. The wood of the tree was very hard. Chop! Chop! Chop! The man wiped off the sweat that ran down his face and neck. Whack! Chop! Whack! Chop!

Soon the man grew tired. He sat down to rest at the foot of the great Kapok tree. Before he knew it, the heat and hum of the forest had lulled him to sleep.

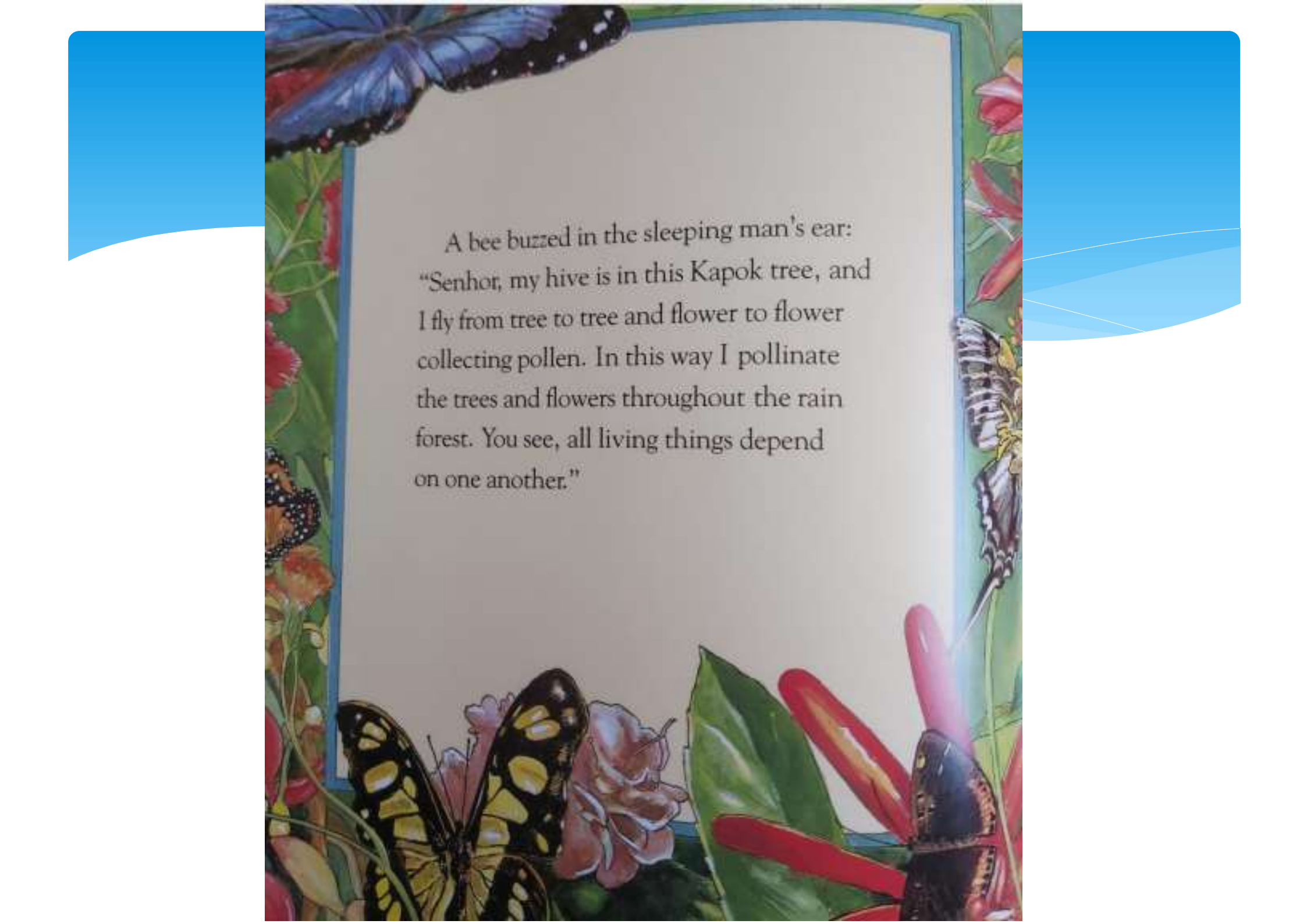


The page is framed by a green border. At the top, there are large green leaves. On the right side, a red flower is visible. At the bottom, there are green plants and a small green snake. The text is centered on the page.

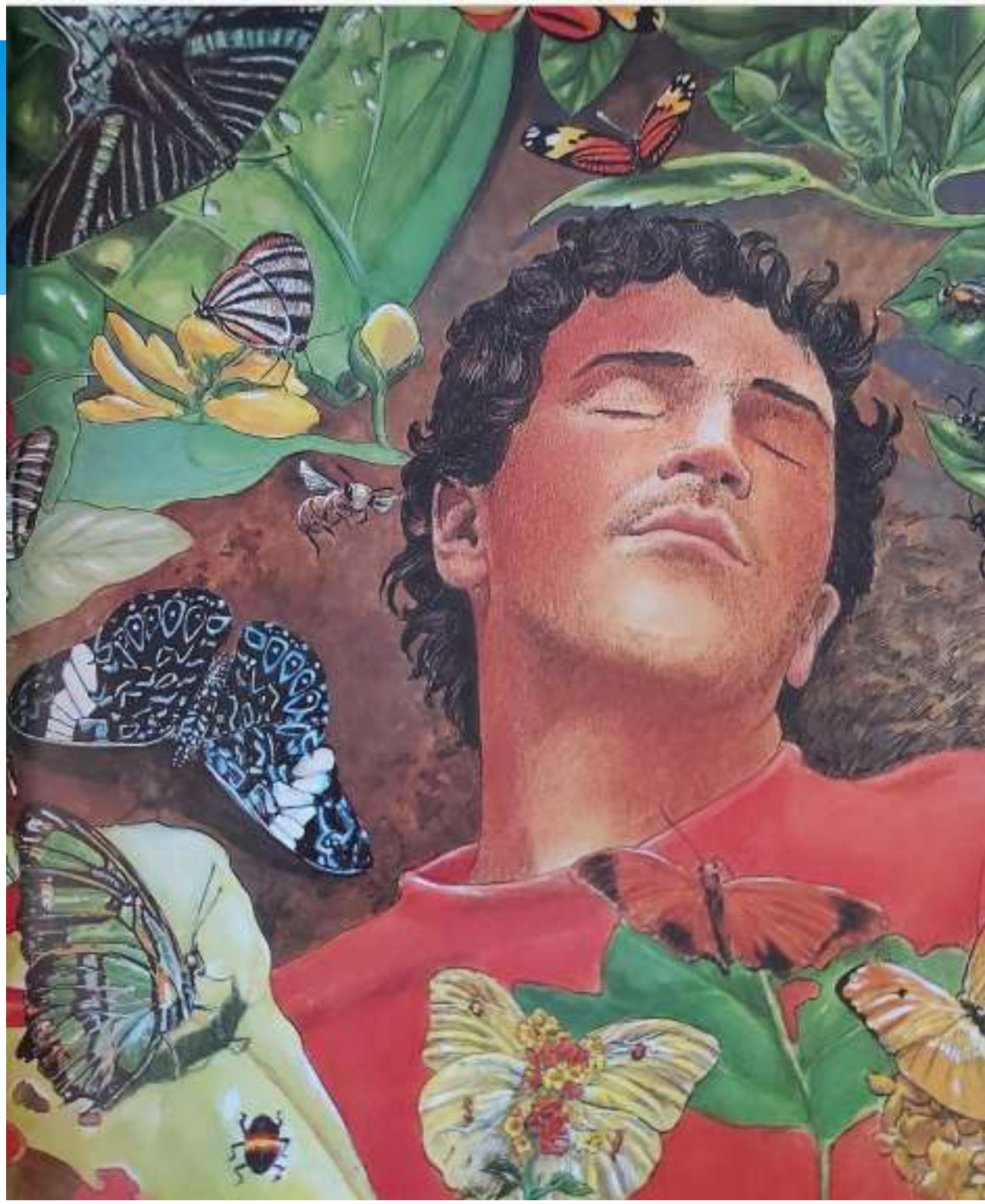
A boa constrictor lived in the Kapok tree. He slithered down its trunk to where the man was sleeping. He looked at the gash the ax had made in the tree. Then the huge snake slid very close to the man and hissed in his ear: "Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down."



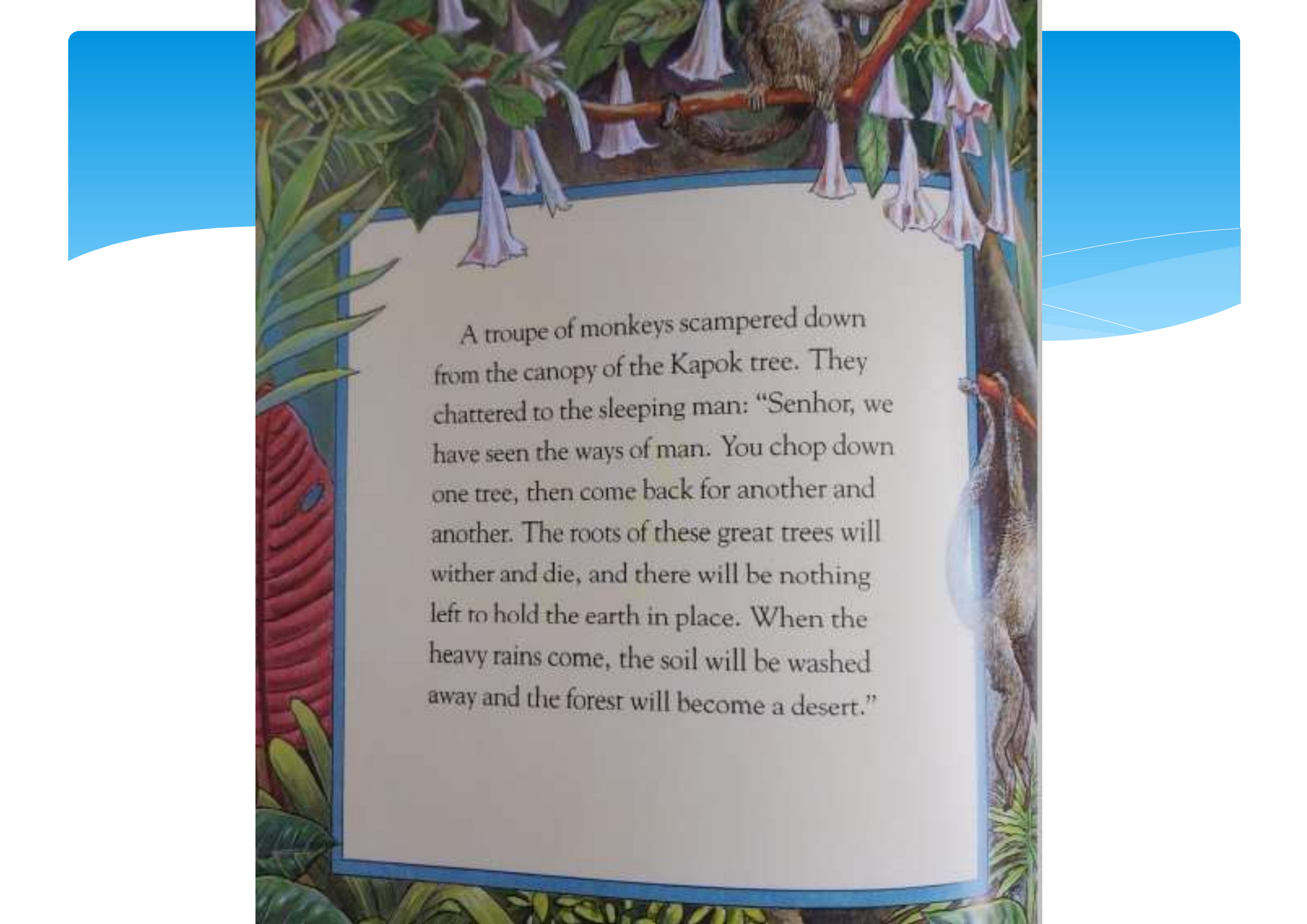




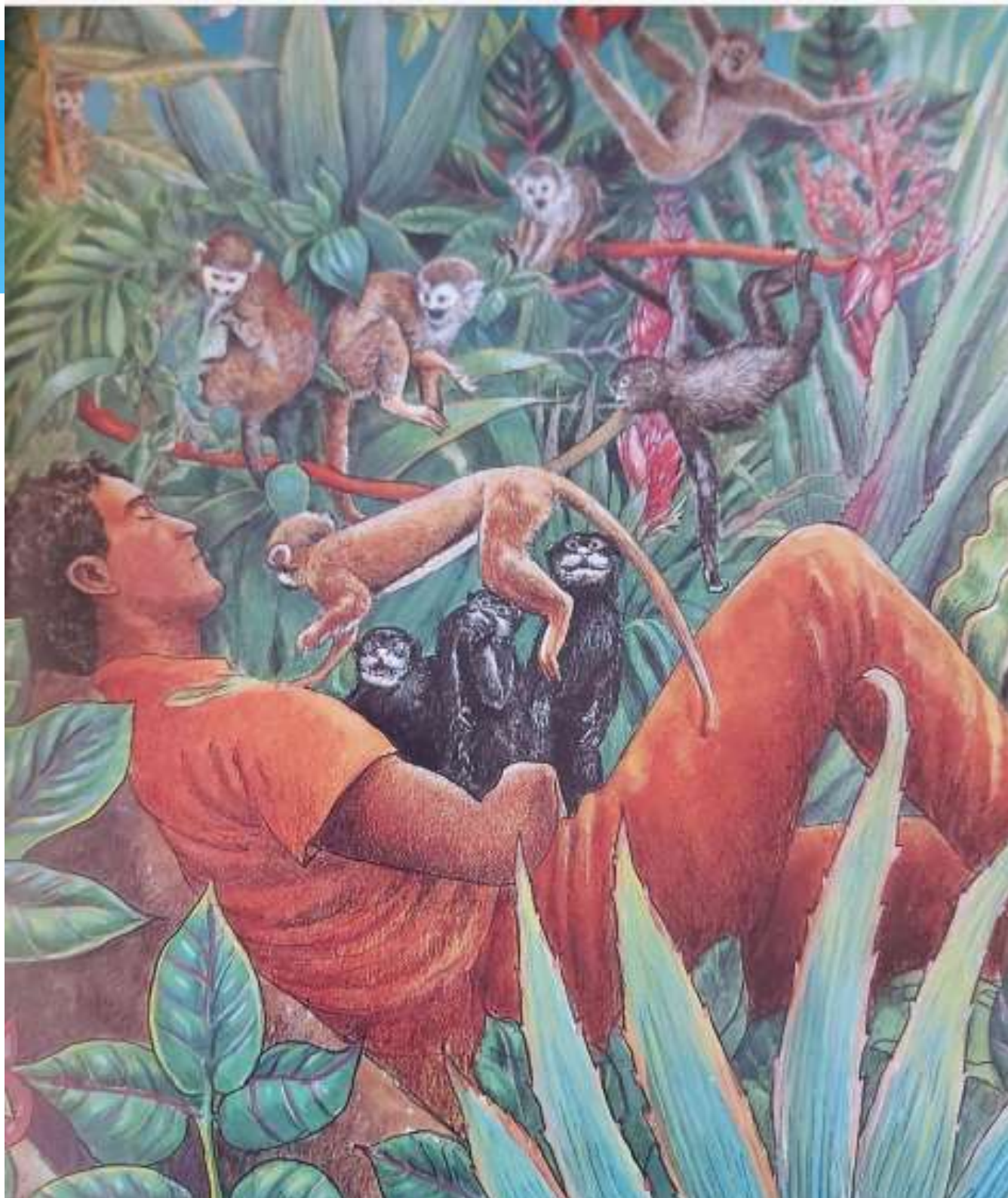
A bee buzzed in the sleeping man's ear:  
"Senhor, my hive is in this Kapok tree, and  
I fly from tree to tree and flower to flower  
collecting pollen. In this way I pollinate  
the trees and flowers throughout the rain  
forest. You see, all living things depend  
on one another."



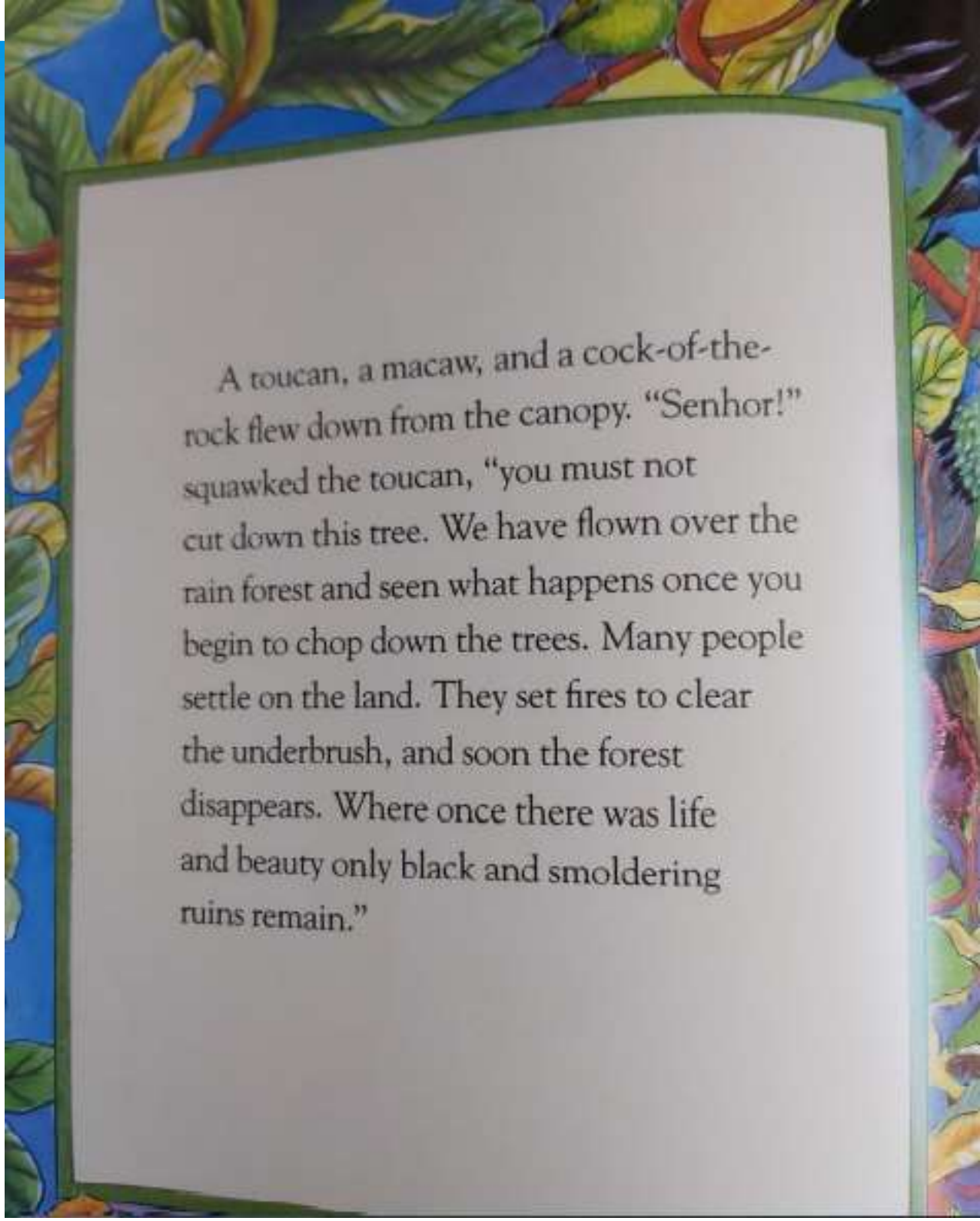




A troupe of monkeys scampered down from the canopy of the Kapok tree. They chattered to the sleeping man: "Senhor, we have seen the ways of man. You chop down one tree, then come back for another and another. The roots of these great trees will wither and die, and there will be nothing left to hold the earth in place. When the heavy rains come, the soil will be washed away and the forest will become a desert."



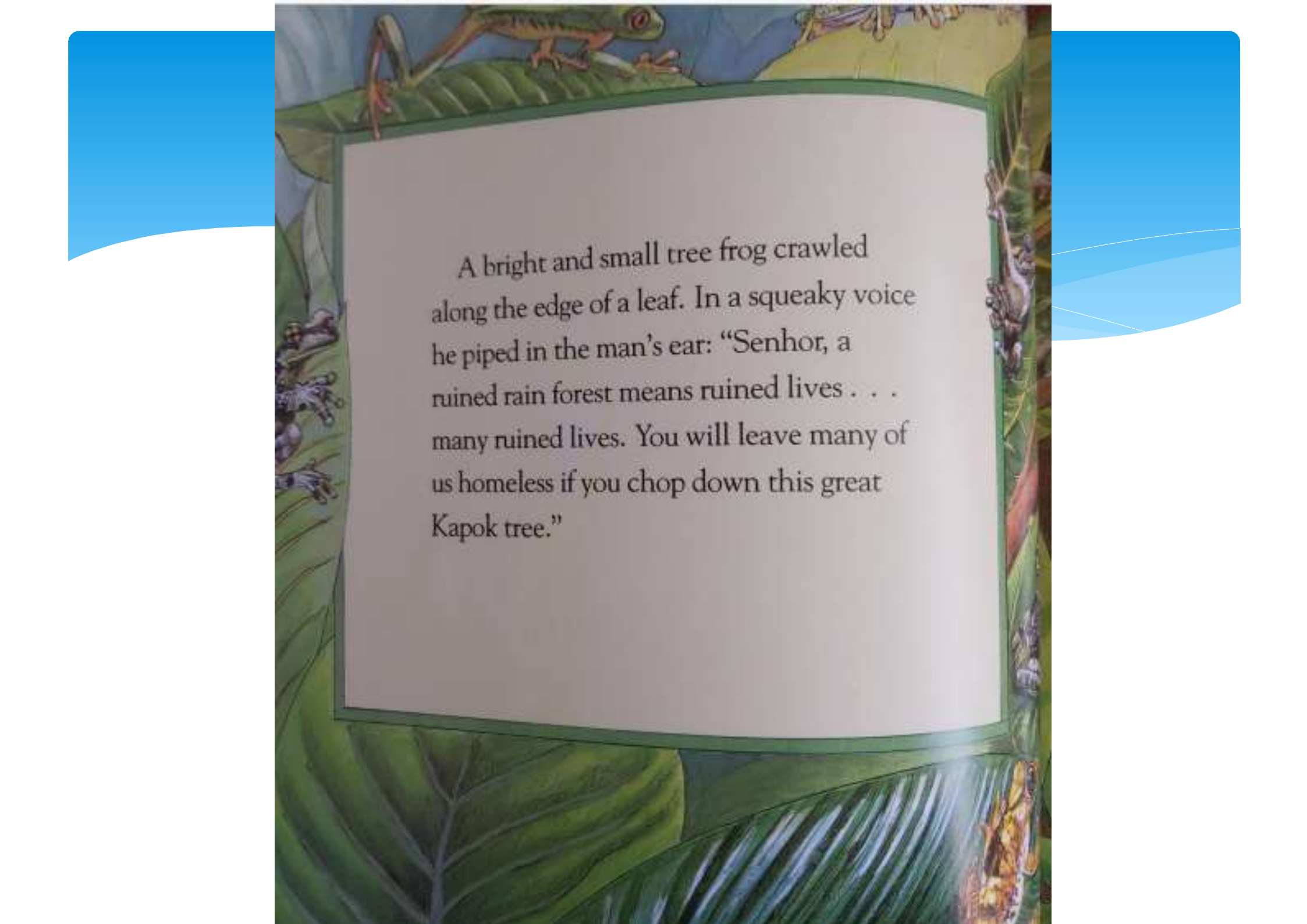




A toucan, a macaw, and a cock-of-the-rock flew down from the canopy. "Senhor!" squawked the toucan, "you must not cut down this tree. We have flown over the rain forest and seen what happens once you begin to chop down the trees. Many people settle on the land. They set fires to clear the underbrush, and soon the forest disappears. Where once there was life and beauty only black and smoldering ruins remain."

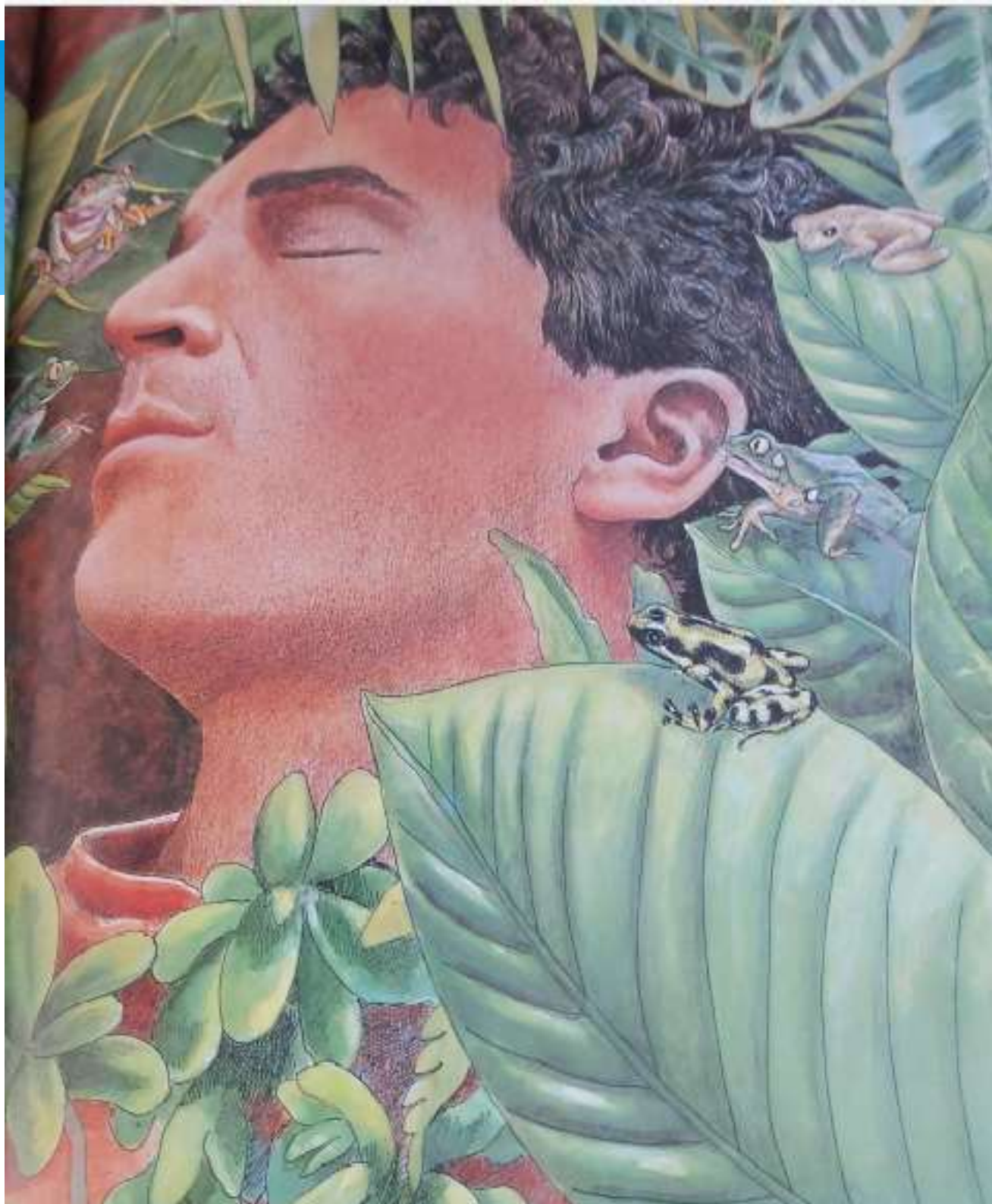






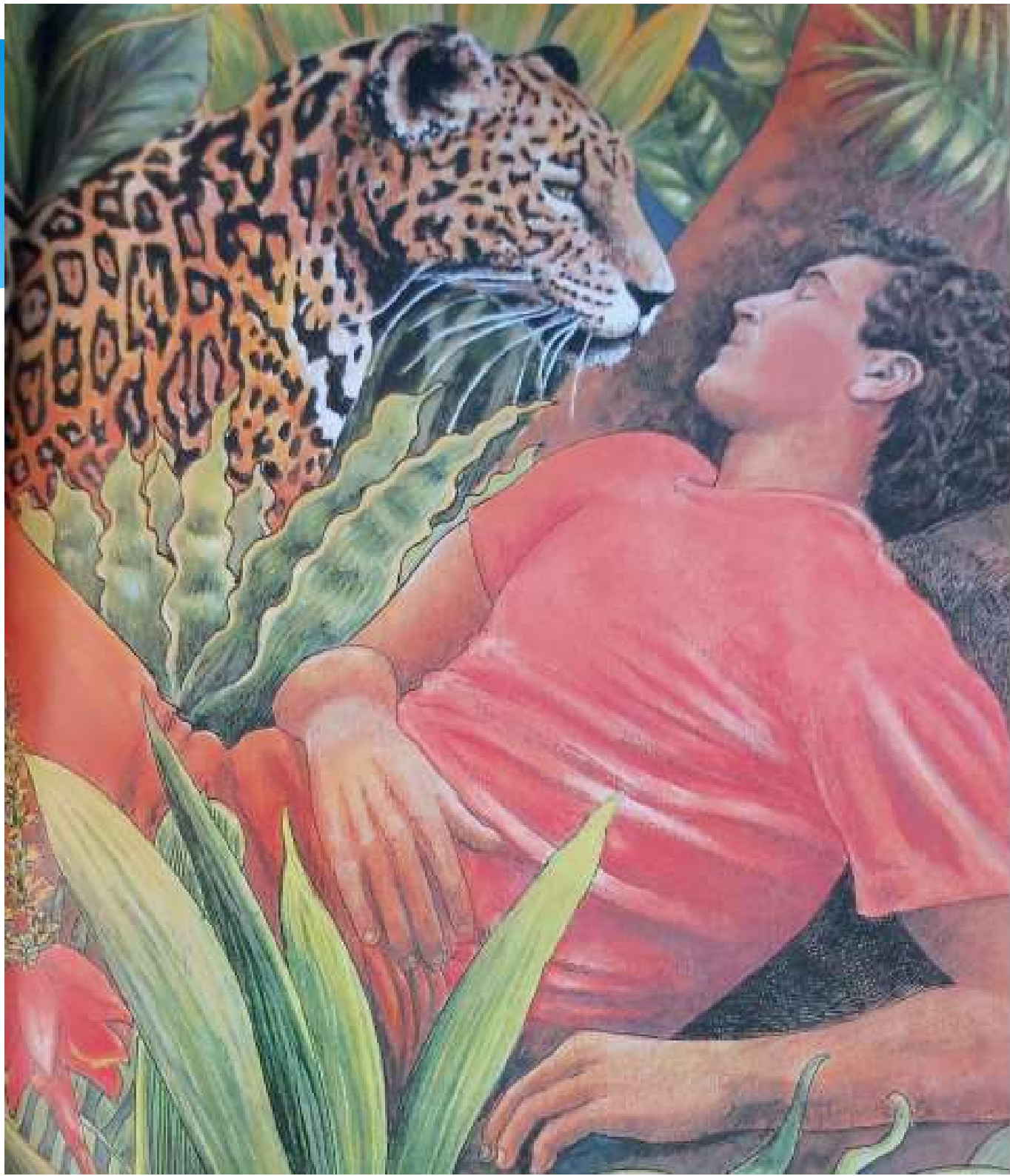
A bright and small tree frog crawled along the edge of a leaf. In a squeaky voice he piped in the man's ear: "Senhor, a ruined rain forest means ruined lives . . . many ruined lives. You will leave many of us homeless if you chop down this great Kapok tree."

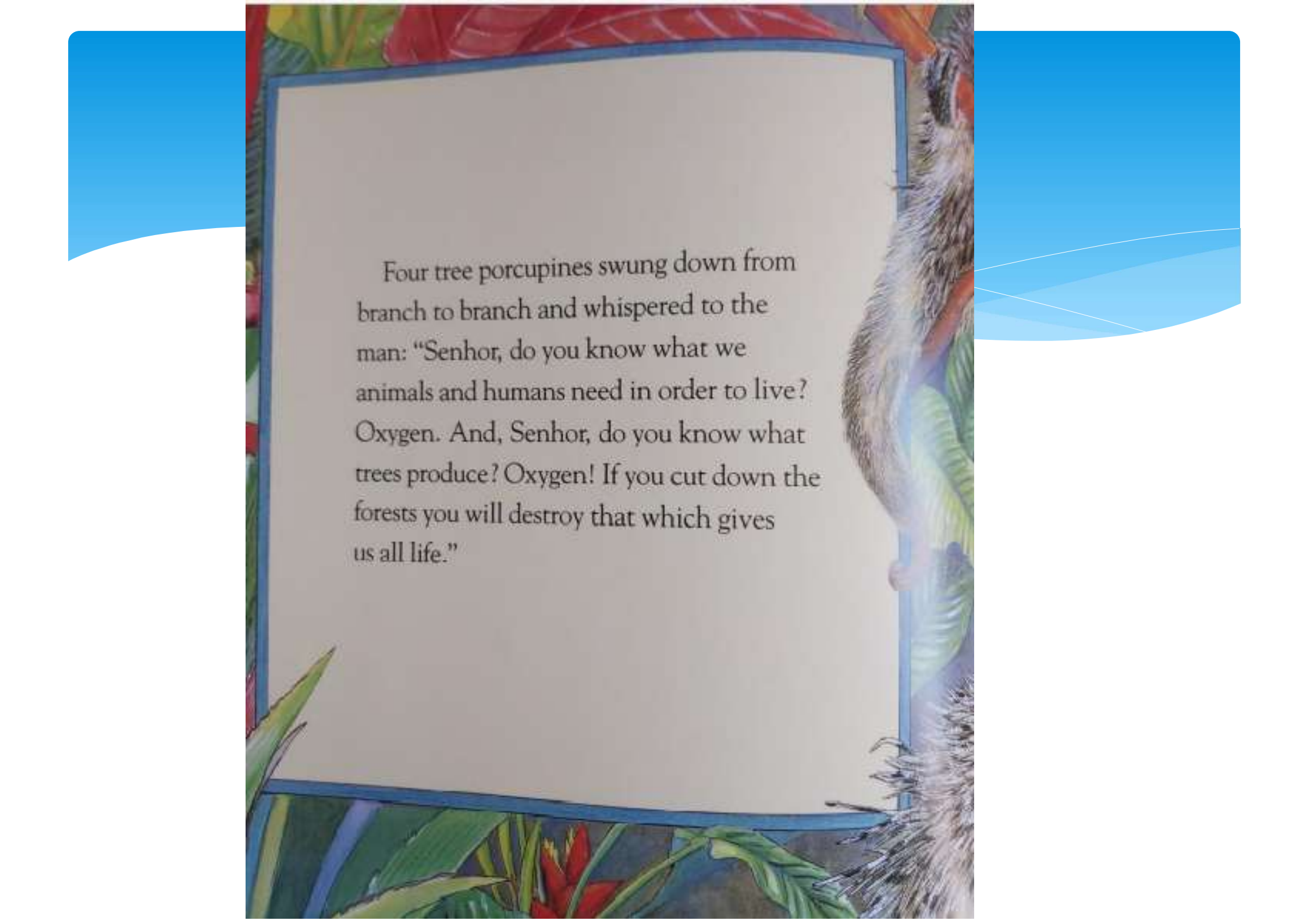






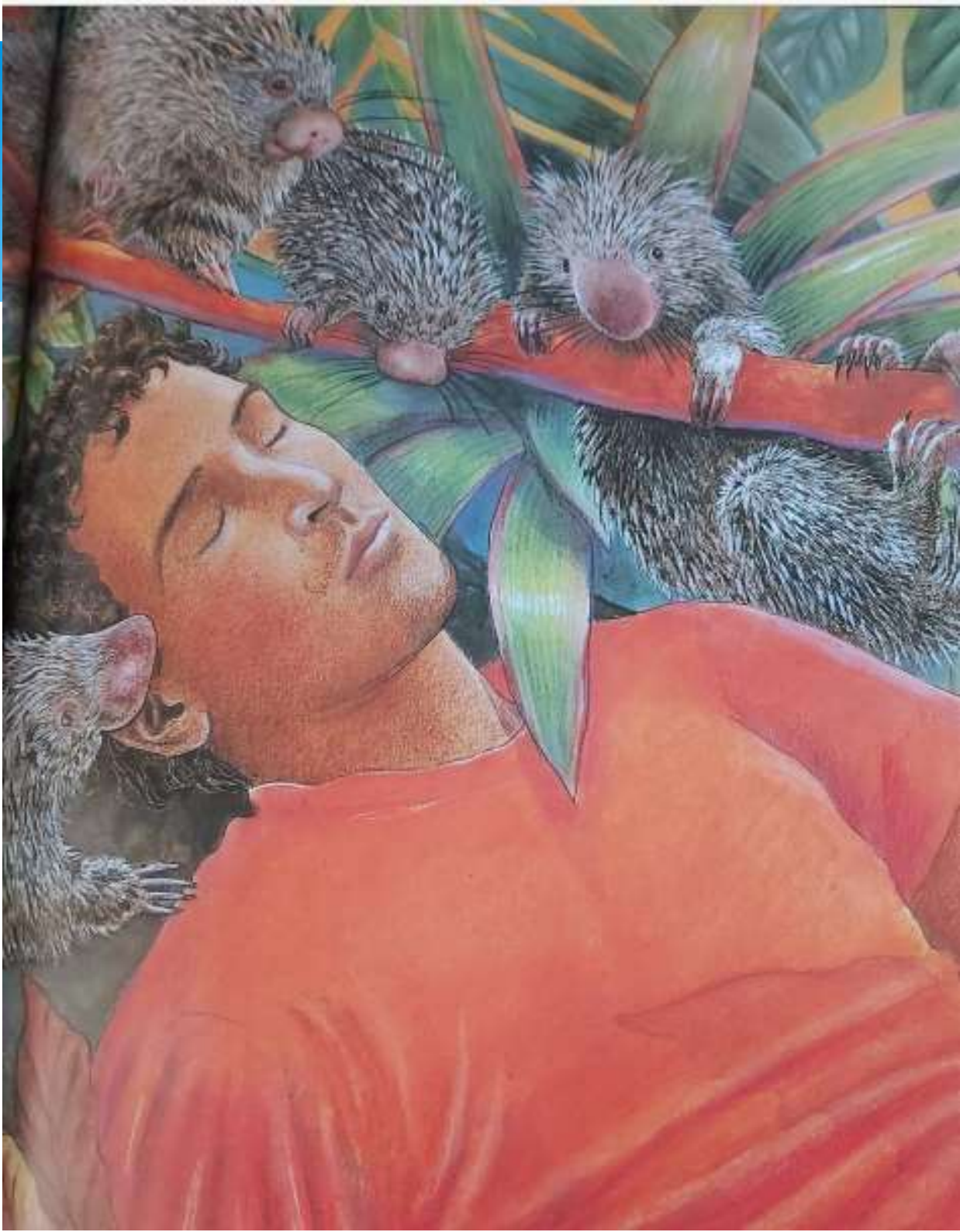
A jaguar had been sleeping along a branch in the middle of the tree. Because his spotted coat blended into the dappled light and shadows of the understory, no one had noticed him. Now he leapt down and padded silently over to the sleeping man. He growled in his ear: "Senhor, the Kapok tree is home to many birds and animals. If you cut it down, where will I find my dinner?"

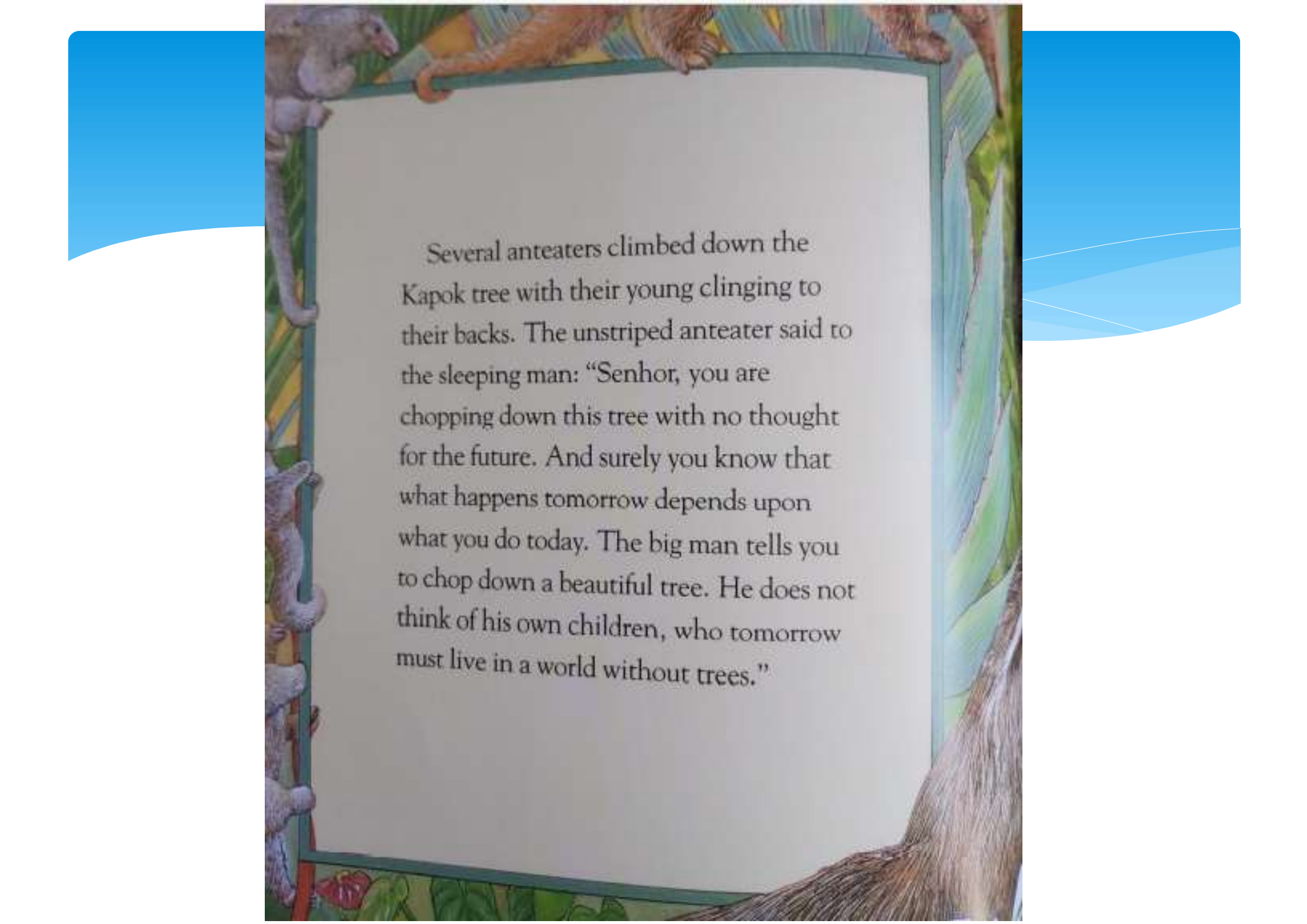




Four tree porcupines swung down from branch to branch and whispered to the man: "Senhor, do you know what we animals and humans need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life."

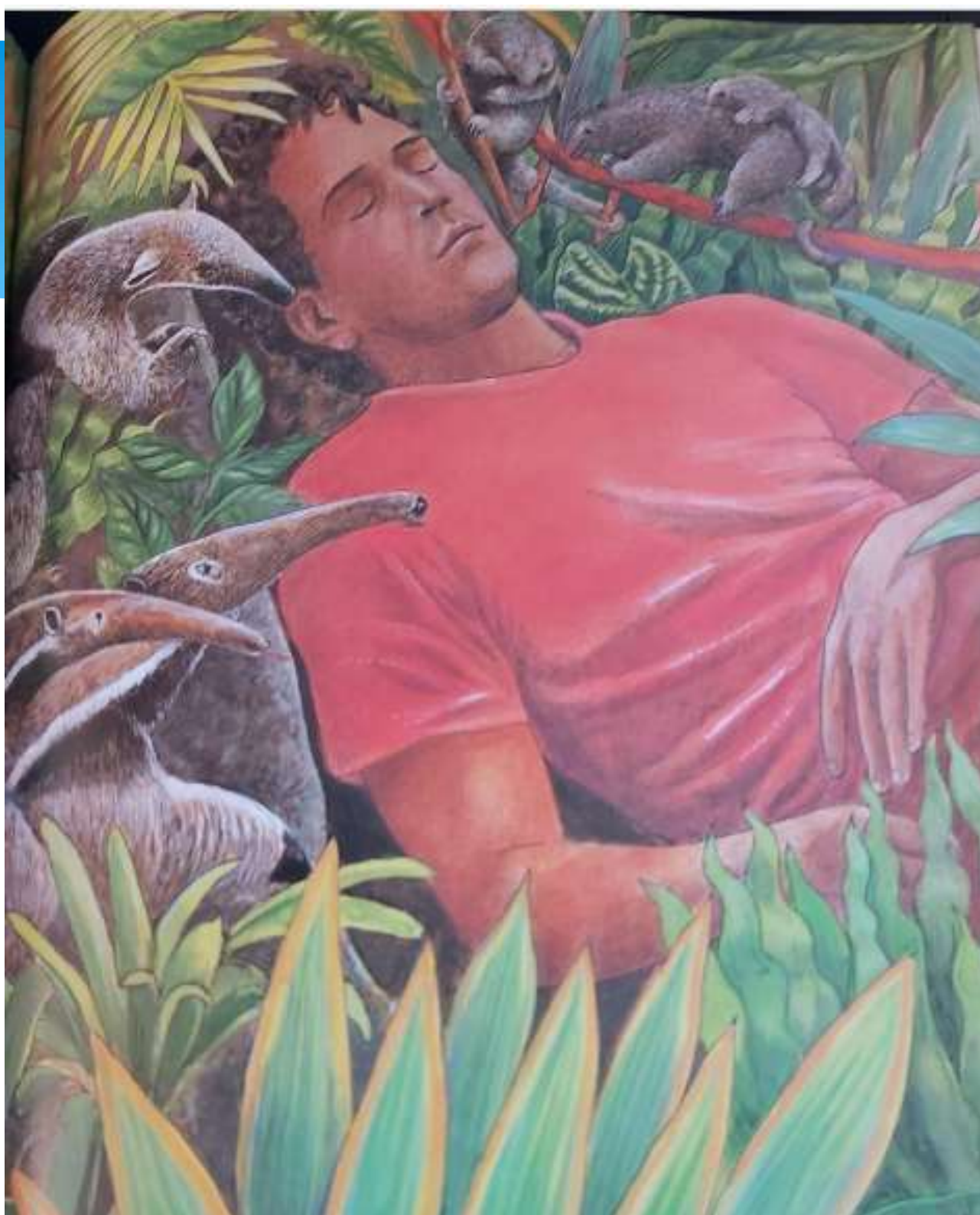




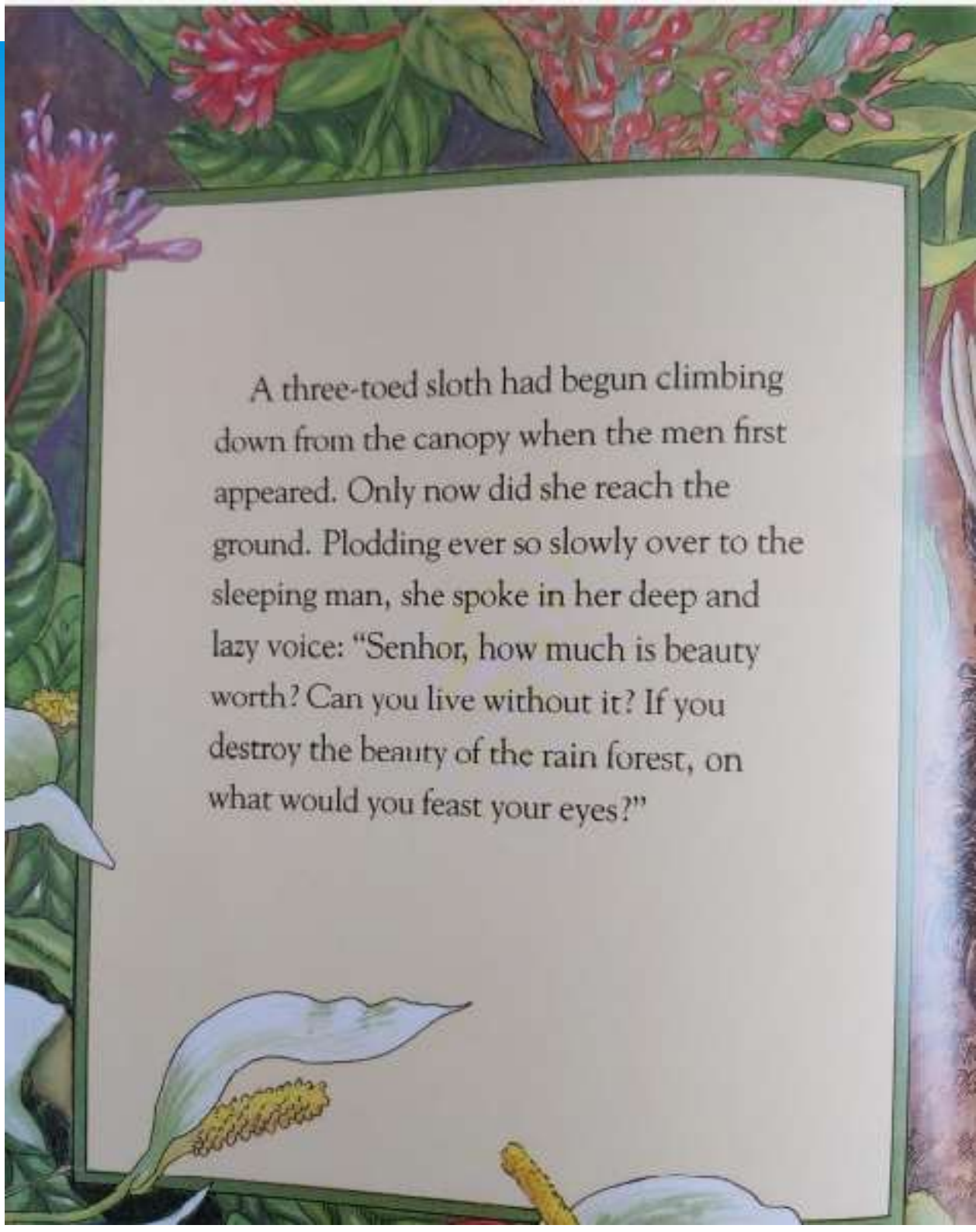


Several anteaters climbed down the Kapok tree with their young clinging to their backs. The unstriped anteater said to the sleeping man: "Senhor, you are chopping down this tree with no thought for the future. And surely you know that what happens tomorrow depends upon what you do today. The big man tells you to chop down a beautiful tree. He does not think of his own children, who tomorrow must live in a world without trees."

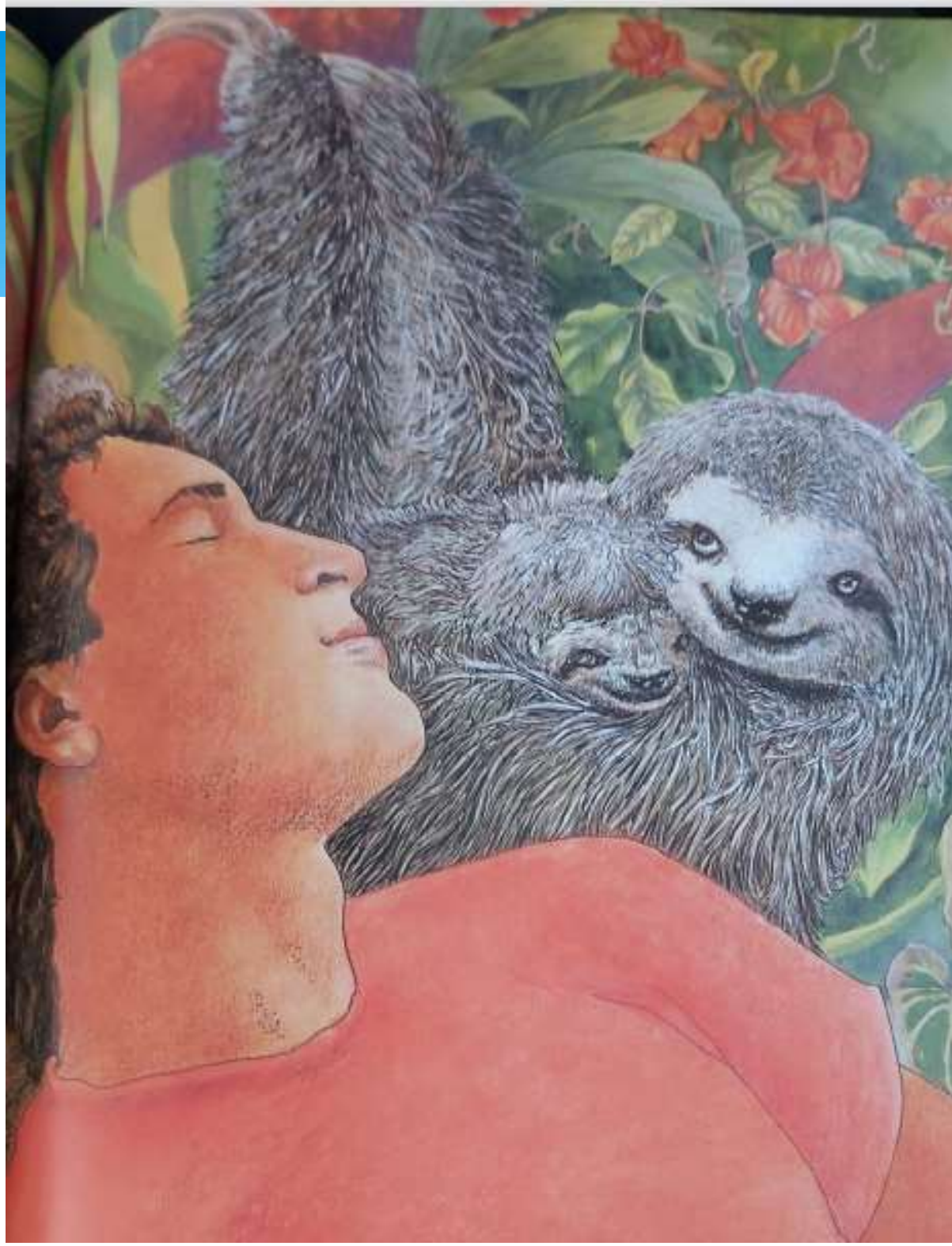









A three-toed sloth had begun climbing down from the canopy when the men first appeared. Only now did she reach the ground. Plodding ever so slowly over to the sleeping man, she spoke in her deep and lazy voice: "Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rain forest, on what would you feast your eyes?"

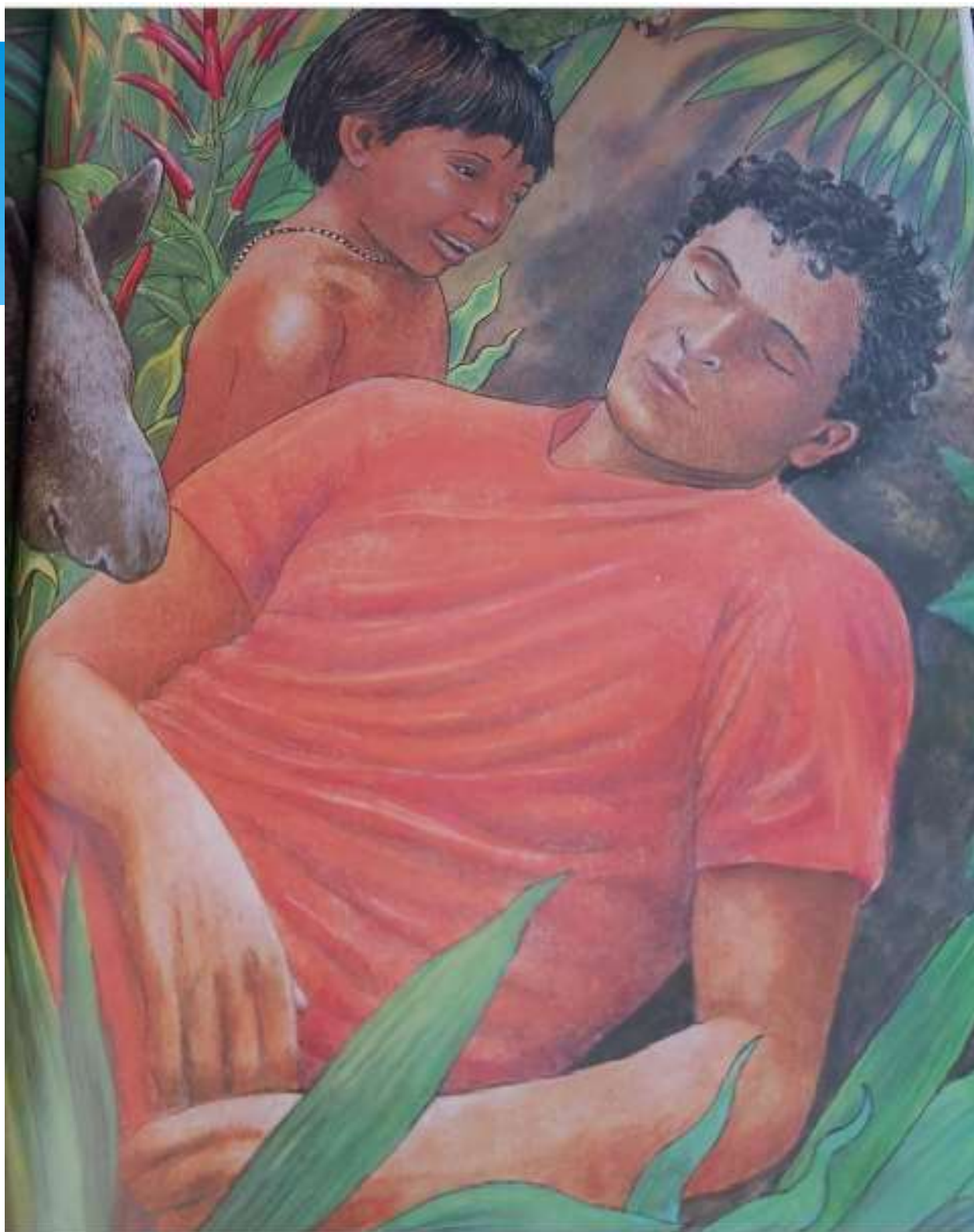


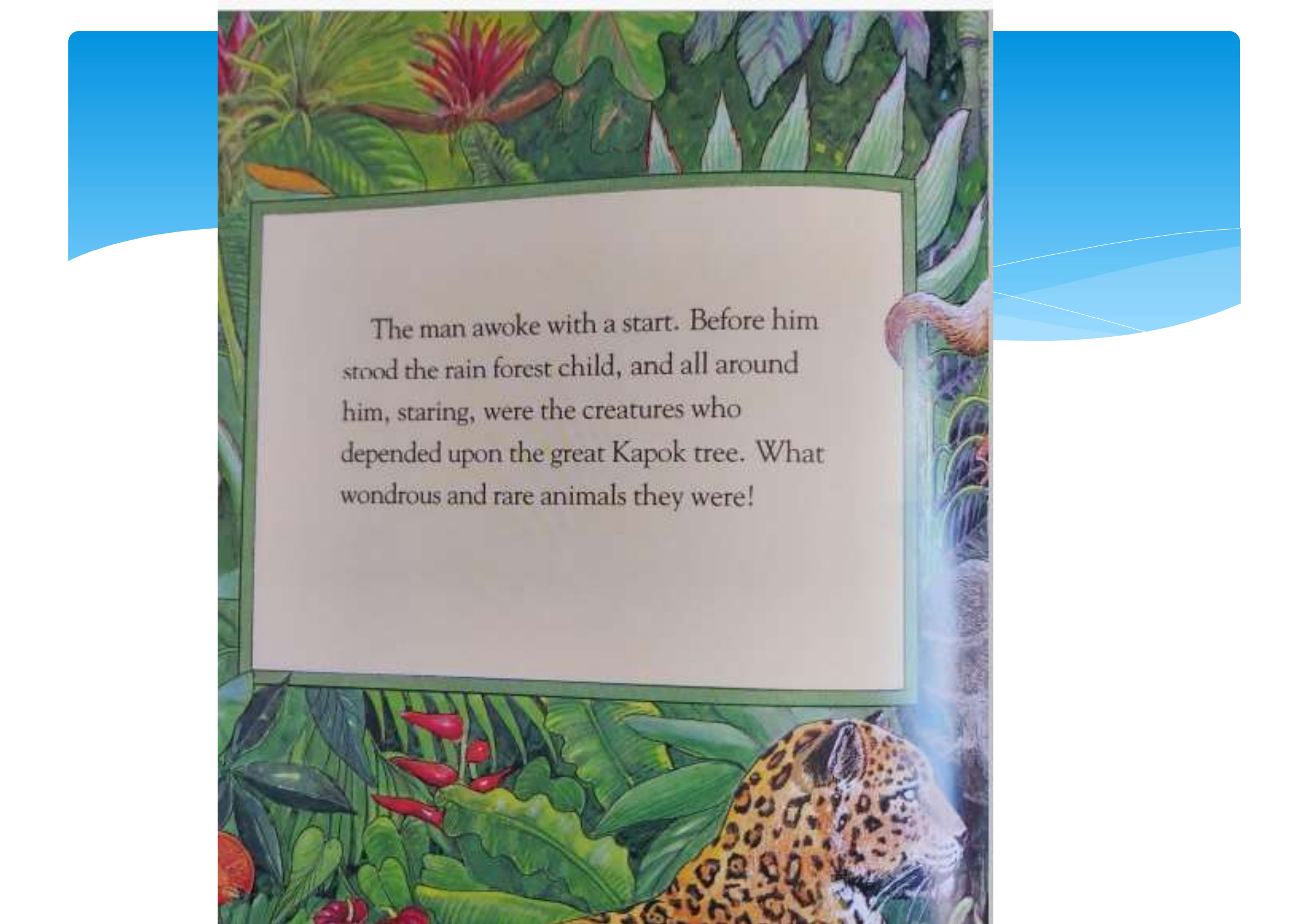


The illustration depicts a scene in a lush rainforest. In the foreground, a young child with brown and white spotted fur is shown from the chest up, kneeling and looking down at a sleeping man. The man is lying on his back, partially obscured by large green leaves. The background is filled with dense foliage, including large green leaves and purple flowers. The entire scene is framed by a blue border. The text is centered within a white rectangular area in the middle of the page.

A child from the Yanomamo tribe who  
lived in the rain forest knelt over the  
sleeping man. He murmured in his ear:  
“Senhor, when you awake, please look  
upon us all with new eyes.”

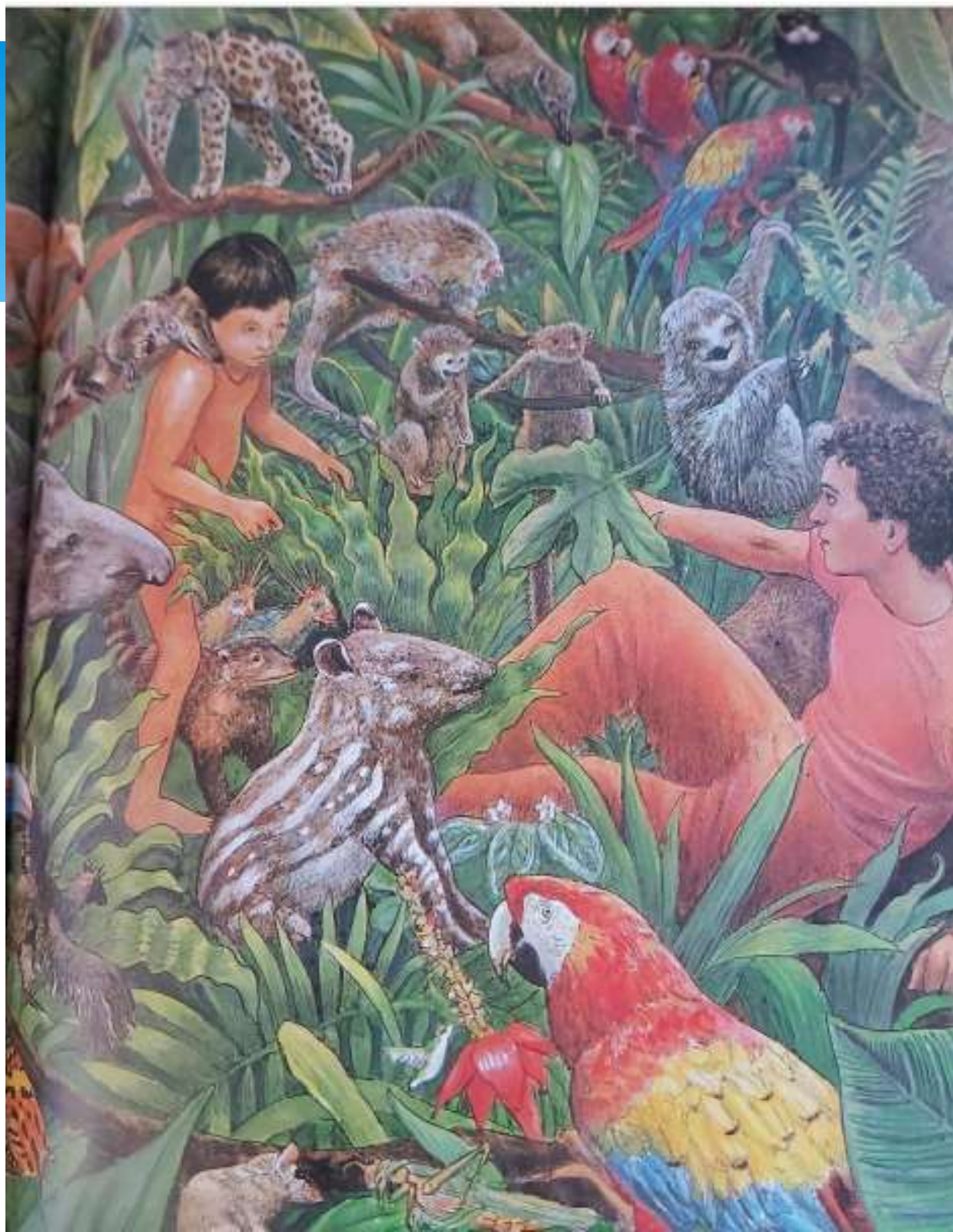




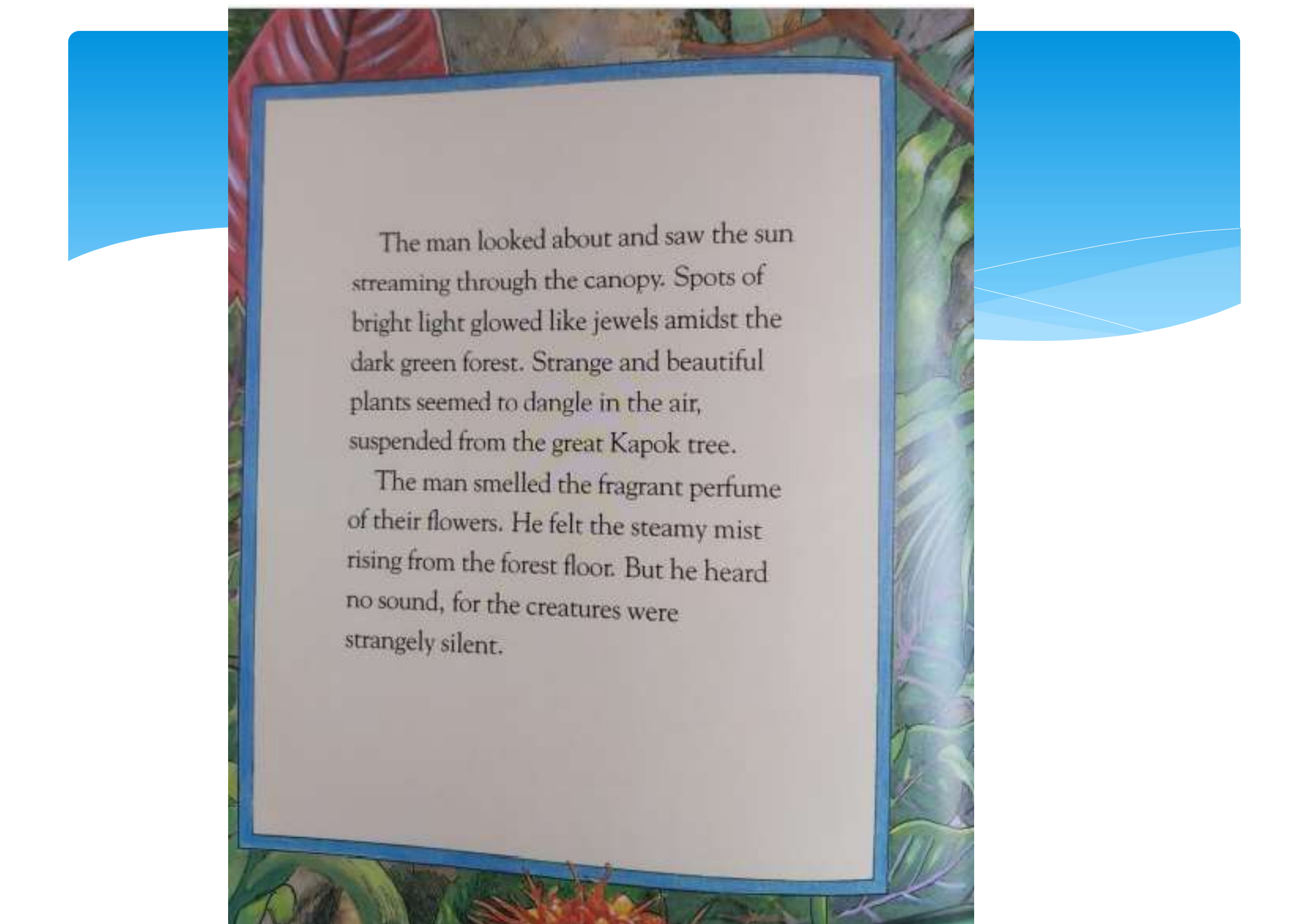


The man awoke with a start. Before him stood the rain forest child, and all around him, staring, were the creatures who depended upon the great Kapok tree. What wondrous and rare animals they were!



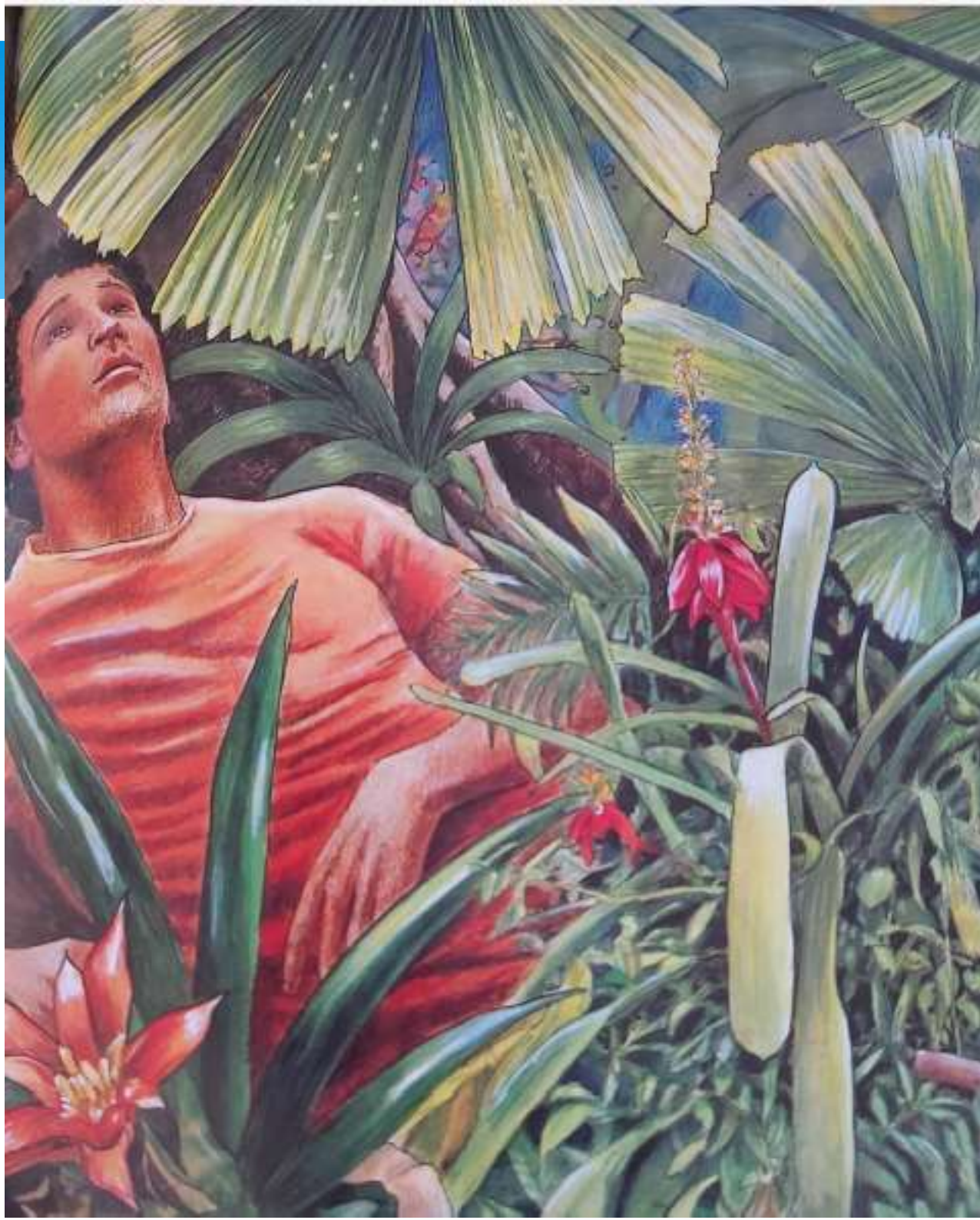




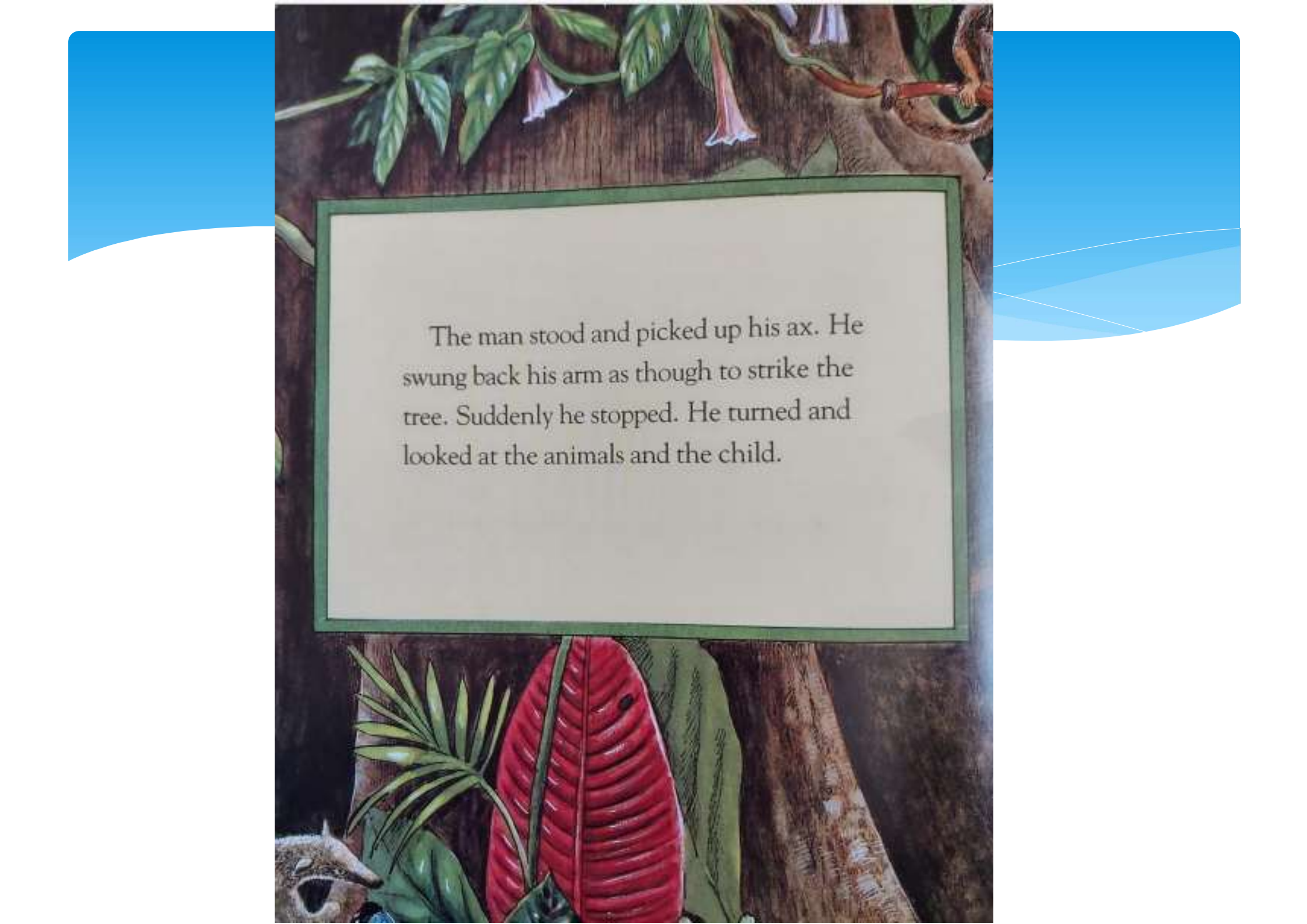


The man looked about and saw the sun streaming through the canopy. Spots of bright light glowed like jewels amidst the dark green forest. Strange and beautiful plants seemed to dangle in the air, suspended from the great Kapok tree.

The man smelled the fragrant perfume of their flowers. He felt the steamy mist rising from the forest floor. But he heard no sound, for the creatures were strangely silent.

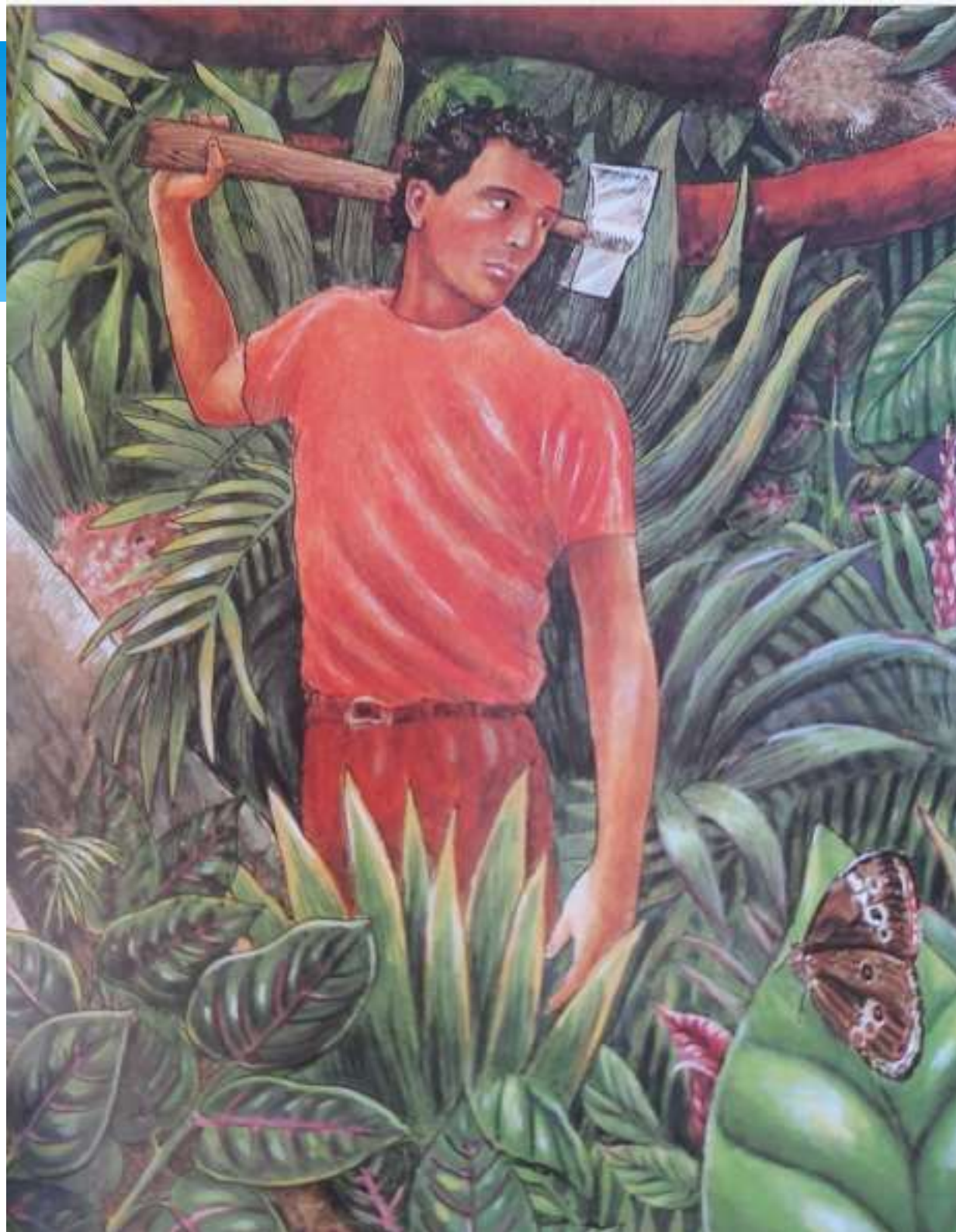




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The man stood and picked up his ax. He swung back his arm as though to strike the tree. Suddenly he stopped. He turned and looked at the animals and the child.





He hesitated. Then he dropped the ax  
and walked out of the rain forest.





# Do you think trees should be cut down?

- \* Reasons for?
- \* Reasons against?



# Discussion text – model to learn opening

**Logging** is the process of cutting, processing, and moving trees to a location for transport. It may include skidding, on-site processing, and loading of trees or logs onto trucks or skeleton cars. This process is a part of deforestation that some people feel is causing significant damage to the planet. Other people argue that logging is essential to the people and the land. This discussion text gives both sides to the argument and asks you to decide for yourself.


# Reasons for logging

On the one hand, many people believe that the clearing of land to make space for farming is essential to people living in the area. Logging and farming both provide jobs for local workers, who depend heavily on this income to provide for their families. The workers, who remove the trees, plant saplings to form new forests. The trees that are removed are used to create new and useful things, such as medicines.

# Reasons against logging

On the other hand, some people think that by cutting down trees people are destroying the habitats of endangered species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being eroded away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the greenhouse effect that is linked to climate change.





There is evidence that logging is needed to support farming, however there is also evidence that logging is contributing to climate change. After considering the arguments from both sides, it is for you to make the decision on whether you believe logging should, or should not, take place.

What other ideas can we add you our original ideas now we have read our model text?

- \* Reasons for?
- \* Reasons against?

In groups, colour the speech bubbles,  
one colour agreeing and one disagreeing.

- \* Cut these out and then put them in the order of importance as you see it.



# The deforestation debate

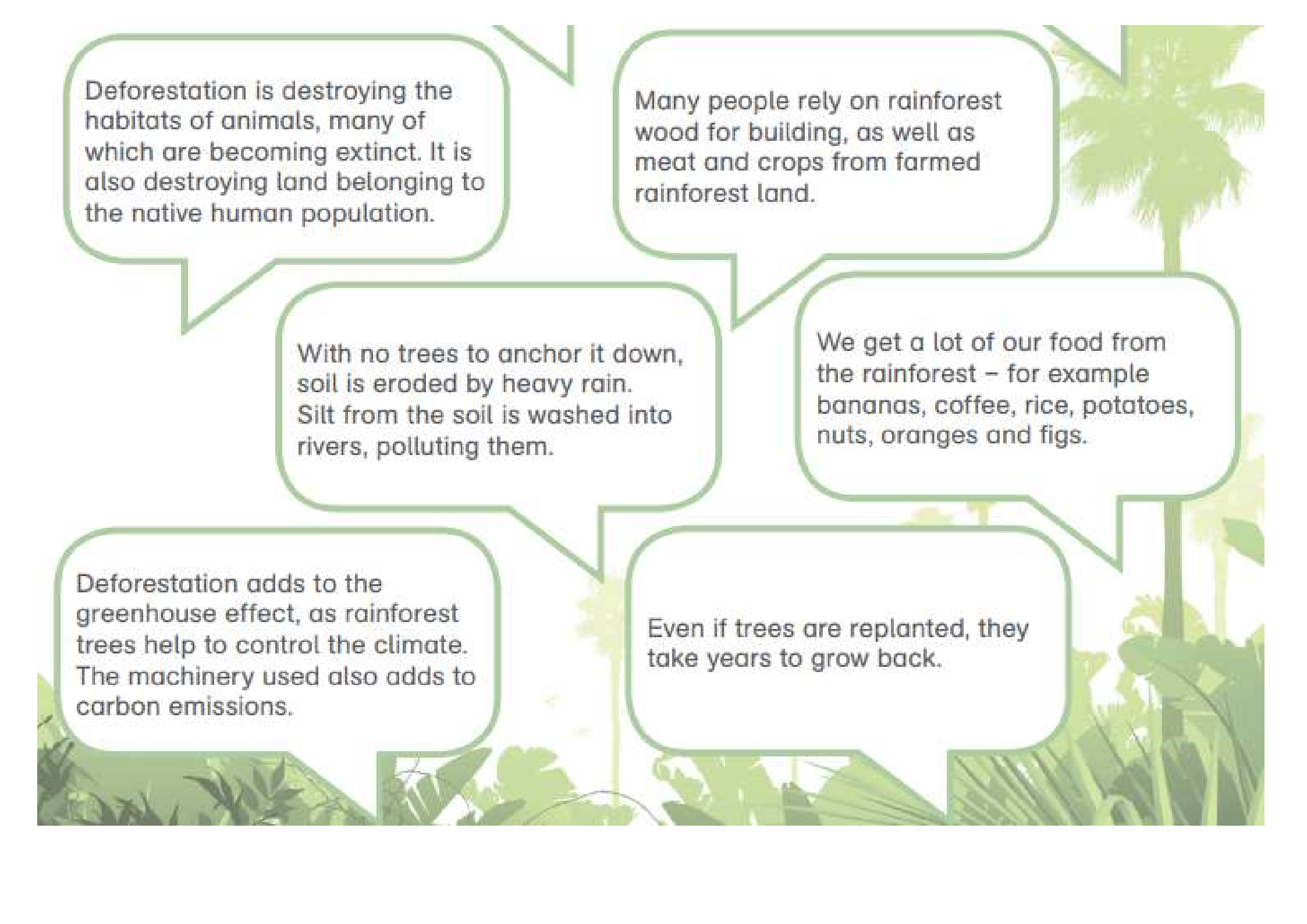
Humans are the biggest threat to the world's rainforests. Large areas are cut down every minute to provide fuel, wood or paper, or cleared so that the land can be used for farming, mining or cattle ranching. Here are some of the arguments for and against deforestation (the cutting down of rainforest trees). Colour the statements 'for' deforestation in one colour and the statements 'against' in another. Which do you think is the most powerful argument for each side?

About a quarter of our medicines come from plants. But, there are many undiscovered species in the rainforest that might one day provide a cure for deadly diseases.

The logging industry provides work for millions of people and governments in poor countries depend on the money it creates.

Rainforests are destroyed by nature – flooding, hurricanes, and so on – so we're better off making use of their products than seeing them wasted.

Many of the areas that have been cleared have been replanted with new trees.



Deforestation is destroying the habitats of animals, many of which are becoming extinct. It is also destroying land belonging to the native human population.

Many people rely on rainforest wood for building, as well as meat and crops from farmed rainforest land.

With no trees to anchor it down, soil is eroded by heavy rain. Silt from the soil is washed into rivers, polluting them.

We get a lot of our food from the rainforest – for example bananas, coffee, rice, potatoes, nuts, oranges and figs.

Deforestation adds to the greenhouse effect, as rainforest trees help to control the climate. The machinery used also adds to carbon emissions.

Even if trees are replanted, they take years to grow back.

# Week 2 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise features of discussion texts.
- \* I can explore language choices for effect.



# Should logging take place?

**Logging** is the process of cutting, processing, and moving trees to a location for transport. It may include skidding, on-site processing, and loading of trees or logs onto trucks or skeleton cars. This process is a part of deforestation that some people feel is causing significant damage to the planet. Other people argue that logging is essential to the people and the land. This discussion text gives both sides to the argument and asks you to decide for yourself.

## **Reasons for logging:**

On the one hand, many people believe that the clearing of land to make space for farming is essential to people living in the area. Logging and farming both provide jobs for local workers, who depend heavily on this income to provide for their families. The workers, who remove the trees, plant saplings to form new forests. The trees that are removed are used to create new and useful things, such as medicines.

## **Reasons against logging:**

On the other hand, some people think that by cutting down trees people are destroying the habitats of endangered species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being eroded away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the greenhouse effect that is linked to climate change.

There is evidence that logging is needed to support farming, however there is also evidence that logging is contributing to climate change. After considering the arguments from both sides, it is for you to make the decision on whether you believe logging should, or should not, take place.

# Should logging take place?

**Logging** is the process of cutting, processing, and moving trees to a location for transport. It may include skidding, on-site processing, and loading of trees or logs onto trucks or skeleton cars. This process is a part of **deforestation** that some people feel is causing **significant** damage to the planet. Other people argue that logging is **essential** to the people and the land. This discussion text gives both sides to the argument and asks you to decide for yourself.

## Reasons for logging:

On the one hand, many people believe that the clearing of land to make space for farming is essential to people living in the area. Logging and farming both **provide** jobs for local workers, who depend heavily on this income to provide for their families. The workers, who remove the trees, plant **saplings** to form new forests. The trees that are removed are used to create new and useful things, such as medicines.

## Reasons against logging:

On the other hand, some people think that by cutting down trees people are destroying the **habitats** of **endangered** species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being **eroded** away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the **greenhouse effect** that is linked to climate change.

There is evidence that logging is needed to support farming, however there is also evidence that logging is **contributing** to climate change. After considering the arguments from both sides, it is for you to make the decision on whether you believe logging should, or should not, take place.

# Vocabulary

deforestation

significant

essential

provide

saplings

Habitats

endangered

eroded

greenhouse effect

contributing



# Vocabulary

## Deforestation

\* NOUN

1. the action of clearing a wide area of trees.



# Vocabulary

## Significant

### \* ADJECTIVE

1. sufficiently great or important to be worthy of attention; noteworthy.



# Vocabulary

## Essential

### \* ADJECTIVE

1. absolutely necessary; extremely important.





# Vocabulary

## Provide

\* VERB

1. make available for use; give



# Vocabulary

## Sapling

\* NOUN

1. a young tree



# Vocabulary

## Habitats

\* NOUN

1. the natural home or environment of an animal or plant.





# Vocabulary

## Endangered

### \* ADJECTIVE

1. (of a species)  
seriously at risk of  
extinction

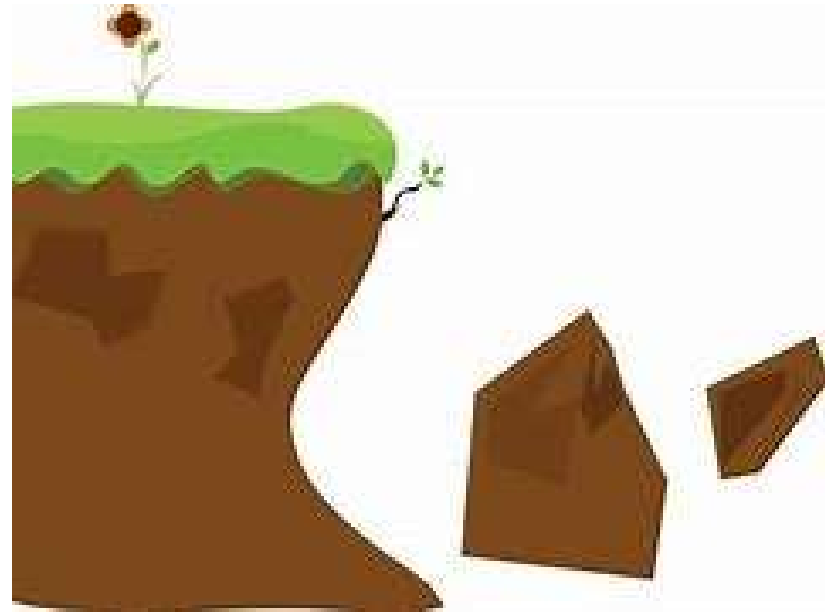


# Vocabulary

## Eroded

\* VERB

1. gradually wear away

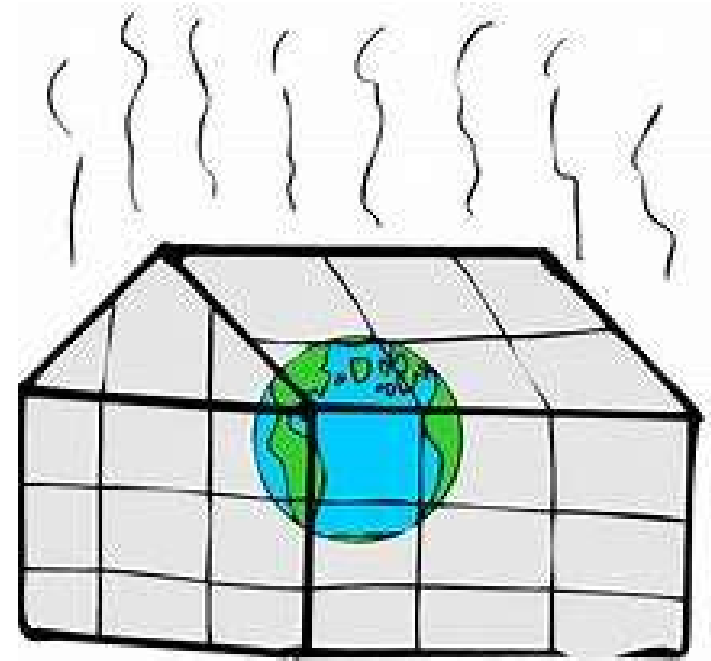


# Vocabulary

## Greenhouse effect

### \* NOUN

1. the trapping of the sun's warmth in a planet's lower atmosphere, due to the greater transparency of the atmosphere to visible radiation from the sun than to infrared radiation emitted from the planet's surface.





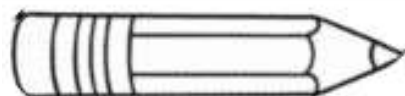
# Vocabulary

## Contributing

\* VERB

1. give (something, especially money) in order to help achieve or provide something





## ..... Balanced Arguments and Debates .....

### Key Features

introductory  
paragraph

reasons for and  
against the  
argument

subordinating  
conjunctions

conclusion  
containing a  
personal opinion

fronted adverbials

formal vocabulary

third person

### Should Pupils Wear School Uniforms?

Uniforms are worn during the week by many children across the world. While some people are in favour of having them, other people believe that they are not needed. This argument will look in detail at the reasons for and against the use of school uniforms.

One of the main arguments for pupils wearing a school uniform is that all children will look similar. Many people view this as a positive thing because it stops pupils from feeling uncomfortable if their clothes are not as expensive or fashionable as their friends'. Furthermore, some parents argue that having a school uniform makes life easier for them because they know exactly what their child will be wearing each day. Ultimately, this saves time for busy parents and stops arguments about the suitability of certain clothing for school. It is a fact that some adults have to wear a uniform for their job, such as police officers, nurses or paramedics. For that reason, many people believe it is a good idea for children to get used to wearing a uniform from an early age.

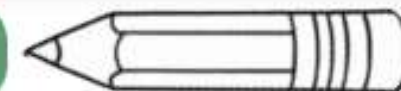


On the other hand, some people argue that making children wear a uniform could prevent them from showing their personality. In addition, school uniforms can be expensive if they have to be bought from a certain shop. This could mean that some parents would not be able to afford a new uniform. Some school uniforms can also be uncomfortable if the material used is itchy or woolly. It could be argued that this would cause children to lose concentration in class.

After considering the arguments on both sides, I believe that school uniforms should be worn by pupils to create a sense of school community. In my opinion, I think that children should have some choice over the style of their uniform so that they can give their opinions about what would be most comfortable for them to wear during their school day.



# Balanced Arguments and Debates



Do your balanced arguments include...

an introductory paragraph?

reasons **for** and **against** the argument in separate paragraphs?

most of the paragraphs written in the **third person**?

the **final paragraph** written in the **first person** and containing a personal opinion?

subordinating conjunctions?

fronted adverbials?

formal vocabulary?

## Subordinating Conjunctions



## Sentence Starters to Engage the Reader

One of the main arguments is...

After considering the arguments on both sides,...

Some people think that...

No one can deny that...

Many people believe that...

There is no doubt that...

It is a fact that...

Evidence suggests that...

To conclude my balanced argument,...

## Word Bank

agree	allows	argue	argument
believe	conclude	debate	discussion
evidence	information	inform	present
recent	strongly	seriously	unbelievable

## Fronted Adverbials

- **Additionally,**...
- **Finally,**...
- **For this reason,**...
- **In addition,**...
- **In my opinion,**...
- **On the other hand,**...
- **Previously,**...
- **Recently,**...
- **Surely,**...
- **To conclude,**...
- **Ultimately,**...
- **Unbelievably,**...

## Third Person

she	he	they	themselves	it	itself	.....
.....	him	his	her	hers	its	their



# Read through our model text and pick out features.

- \* Use a key to colour code the features you find.

# Week 2 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise bias.

# Should logging take place?

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## **Reasons for logging:**

On the one hand, many people believe that the clearing of land to make space for farming is essential to people living in the area. Logging and farming both provide jobs for local workers, who depend heavily on this income to provide for their families. The workers, who remove the trees, plant saplings to form new forests. The trees that are removed are used to create new and useful things, such as medicines.

## **Reasons against logging:**

On the other hand, some people think that by cutting down trees people are destroying the habitats of endangered species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being eroded away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the greenhouse effect that is linked to climate change.

There is evidence that logging is needed to support farming, however there is also evidence that logging is contributing to climate change. After considering the arguments from both sides, it is for you to make the decision on whether you believe logging should, or should not, take place.



# Discussion texts should not persuade you that one way is right.

- \* They are not allowed to have a bias.
- \* Look at these slides and decide if there is a bias, and if so, is it for logging or against?



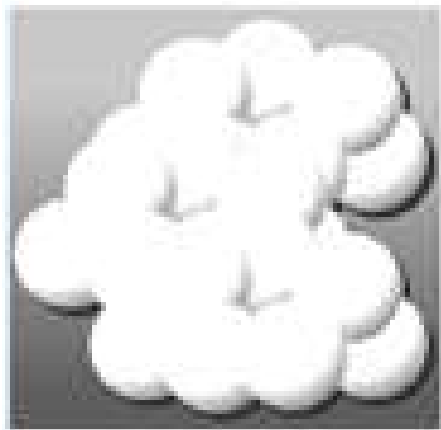






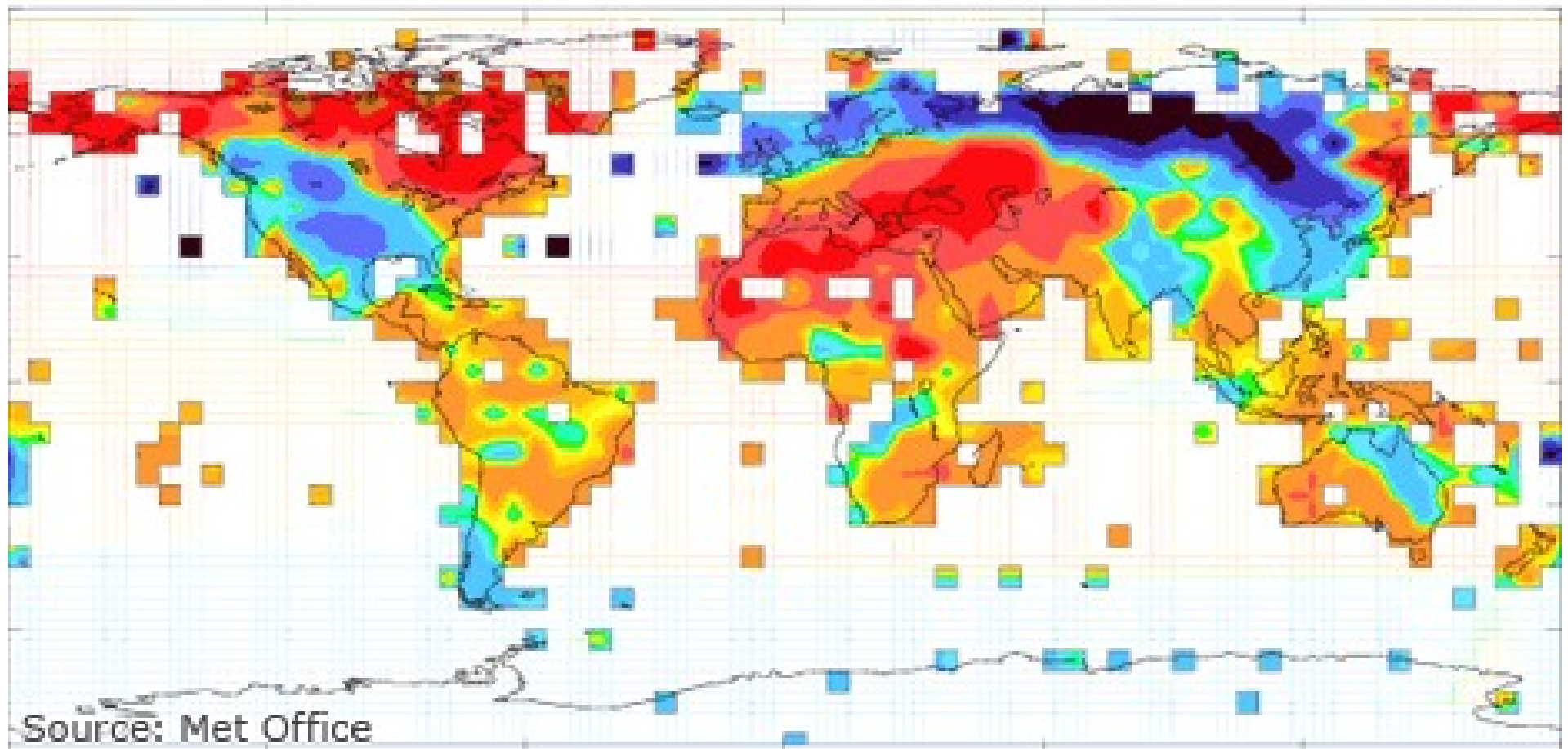
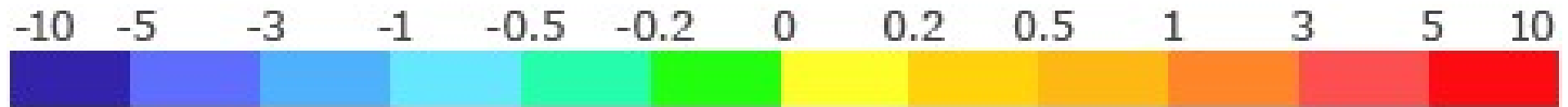






## Though some places have been hotter than usual

Difference in temperature between last week of December 2009 and average last week of December 1961-1990, °C



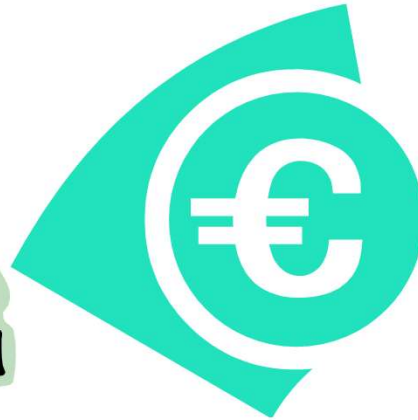




Extinction

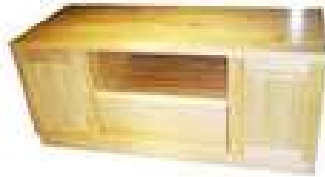


- We are losing Earth's greatest biological treasures just as we are beginning to appreciate their true value. Rainforests once covered 14% of the earth's land surface; now they cover a mere 6% and experts estimate that the last remaining rainforests could be consumed in less than 40 years.
- One and one-half acres of rainforest are lost every second with tragic consequences for both developing and industrial countries.
- Rainforests are being destroyed because the value of rainforest land is perceived as only the value of its timber by short-sighted governments, multi-national logging companies, and land owners.
- Nearly half of the world's species of plants, animals and microorganisms will be destroyed or severely threatened over the next quarter century due to rainforest deforestation.
- Experts estimates that we are losing 137 plant, animal and insect species every single day due to rainforest deforestation.



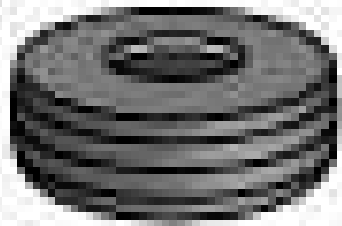








# Rain Forest Products



Tire



Rope



Perfume



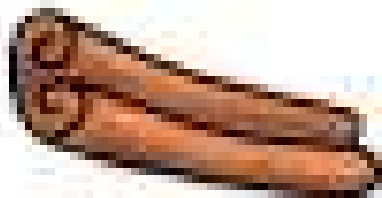
Vanilla



Gum



Chocolate



Cinnamon



Soap



Basket





# Week 2 Thursday

- \* Learning Outcome / Objective
- \* I can recognise verbs and their purpose in a sentence.
- \* I can recognise different tenses.
- \* I can write in present perfect tense.

# Should logging take place?

**Logging** is the process of cutting, processing, and moving trees to a location for transport. It may include skidding, on-site processing, and loading of trees or logs onto trucks or skeleton cars. This process is a part of deforestation that some people feel is causing significant damage to the planet. Other people argue that logging is essential to the people and the land. This discussion text gives both sides to the argument and asks you to decide for yourself.

## **Reasons for logging:**

On the one hand, many people believe that the clearing of land to make space for farming is essential to people living in the area. Logging and farming both provide jobs for local workers, who depend heavily on this income to provide for their families. The workers, who remove the trees, plant saplings to form new forests. The trees that are removed are used to create new and useful things, such as medicines.

## **Reasons against logging:**

On the other hand, some people think that by cutting down trees people are destroying the habitats of endangered species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being eroded away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the greenhouse effect that is linked to climate change.

There is evidence that logging is needed to support farming, however there is also evidence that logging is contributing to climate change. After considering the arguments from both sides, it is for you to make the decision on whether you believe logging should, or should not, take place.

# What tense is our model text written in?

- \* How do you know?
- \* What words show tense?
- \* Can you convert one of the sentences to a different tense?



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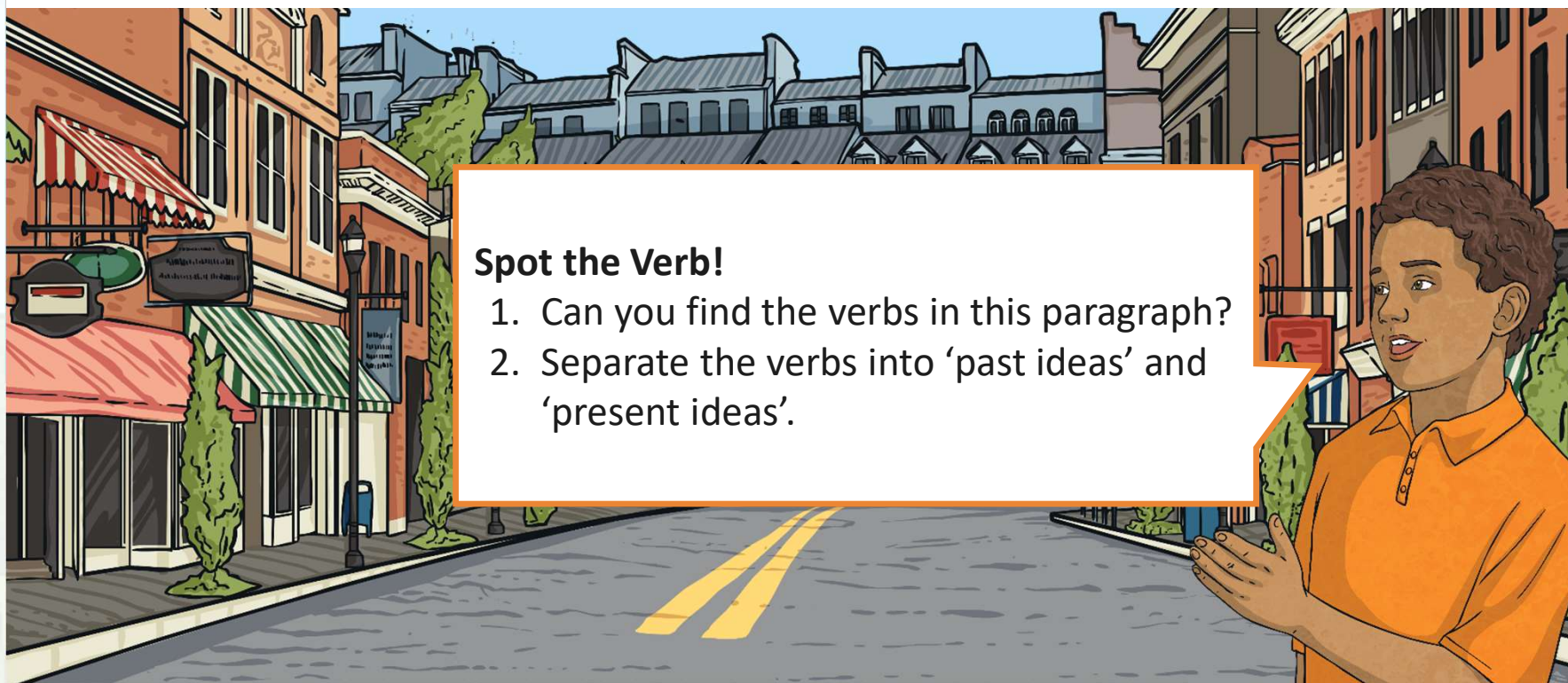
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# Practise verb finding...

My friend Kashaan has lived in this town for five years and we have been best friends all that time. Before he came to our town, he was in Birmingham but his mum got a new job so the family moved here. When I met Kashaan, he spoke with a 'brummie' accent, but his dad says he has taken on the way I speak, so now he sounds as if he has been here all his life!



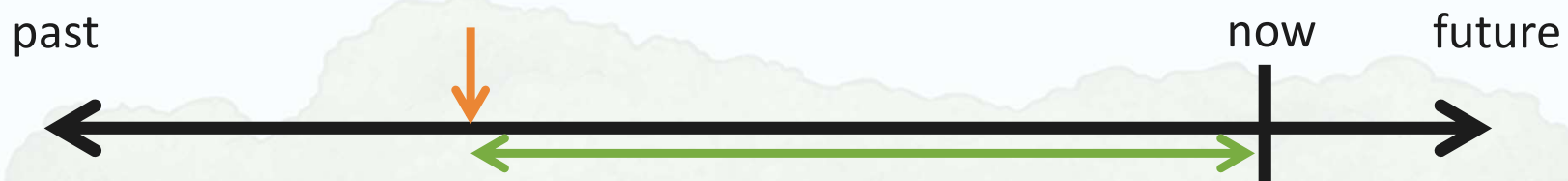
## Spot the Verb!

1. Can you find the verbs in this paragraph?
2. Separate the verbs into 'past ideas' and 'present ideas'.

# What's the Difference?

Before he **came** to our town, Kashaan **was** in Birmingham.  
His mum **got** a new job so the family **moved** here.  
When I **met** Kashaan, he **spoke** with a 'Brummie' accent.

My friend Kashaan **has lived** in this town for five years.  
We **have been** best friends all that time.  
His dad says he **has taken** on the way I speak.



## It's all about the timing...

**Past** tense is used for activities or events that started and finished in the past.

**Present perfect** tense is used for activities that started in the past but are still true now, or have an effect on what is happening now.



# Your Turn!

Can you decide which verb form is correct?

1. I went to the zoo yesterday. ✓

I have been to the zoo yesterday.

Use simple past tense here!

2. When you have eaten your dinner, you can go and play. ✓

When you ate your tea, you can go and play.

Use present perfect tense here!

3. I have lost my pencil during the last lesson. ✓

I lost my pencil during the last lesson.

Use simple past tense here!

4. Wait for me! I haven't put my coat on yet. ✓

Wait for me! I didn't put my coat on yet.

Use present perfect tense here!





# Your Turn!

Can you decide which verb form is correct?

1. My mum **has grown** her hair very long, it's now down to her waist! ✓  
My mum **grew** her hair very long; it's now down to her waist!  
Use present perfect tense here!
2. The plane **has arrived** but they have not opened the doors yet. ✓  
The plane **arrived** but they have not opened the doors yet.  
Use present perfect tense here!
3. On my birthday, I **had** a party and all my friends **slept** over. ✓  
On my birthday, I **have had** a party and all my friends **have slept** over.  
Use simple past tense here!



# Making the Present Perfect Tense

## A little extra word...

- **Present perfect** tense uses the **auxiliary** verb **HAVE** before the main verb.
- Use **'have'** for I / you / we / they.
- Use **'has'** for he / she / it.

1. My friend Kashaan has lived in this town for five years.
2. We have been best friends all that time.
3. His dad says he has taken on the way I speak.
4. Unfortunately, the cat has been sick on the carpet – yuk!
5. Mum asked, “Where have you been all this time?”
6. What a shame; Sports Day has been postponed because of the rain.
7. Has every person chosen a partner now?
8. “What has happened to all my pencils?” asked the teacher.

# Making the Present Perfect Tense

## do...did...done

- **Present** perfect tense uses the **past participle (third form)** of the main verb after the auxiliary 'have'.
- Make sure you choose the correct form!

1. My hair has really **grown** / ~~grow~~ / ~~grows~~, hasn't it?
2. Wow; look how much work you've **done** / ~~do~~ / ~~does~~ today!
3. Dad didn't put the washing out because it has **been** / ~~be~~ / ~~being~~ all day.
4. Mum, Josh has **come** / ~~come~~ - can he go out to play for a bit?
5. Oh no, I have **forgotten** / ~~forget~~ / ~~forgot~~ my homework book!
6. The teacher has **blown** / ~~blow~~ / ~~blows~~ the end of playtime.
7. Shh! The film has **begun** / ~~begin~~ already.
8. Would you like to see the portrait I've **drawn** / ~~draw~~ / ~~draws~~ of you?

# Discussion texts are mainly written in present tense, however...

- \* Some topics are going to need to be written in a way that takes into account things that have happened in the past and are still happening now.
- \* Can you spot an example of this in your model text?



# Should logging take place?

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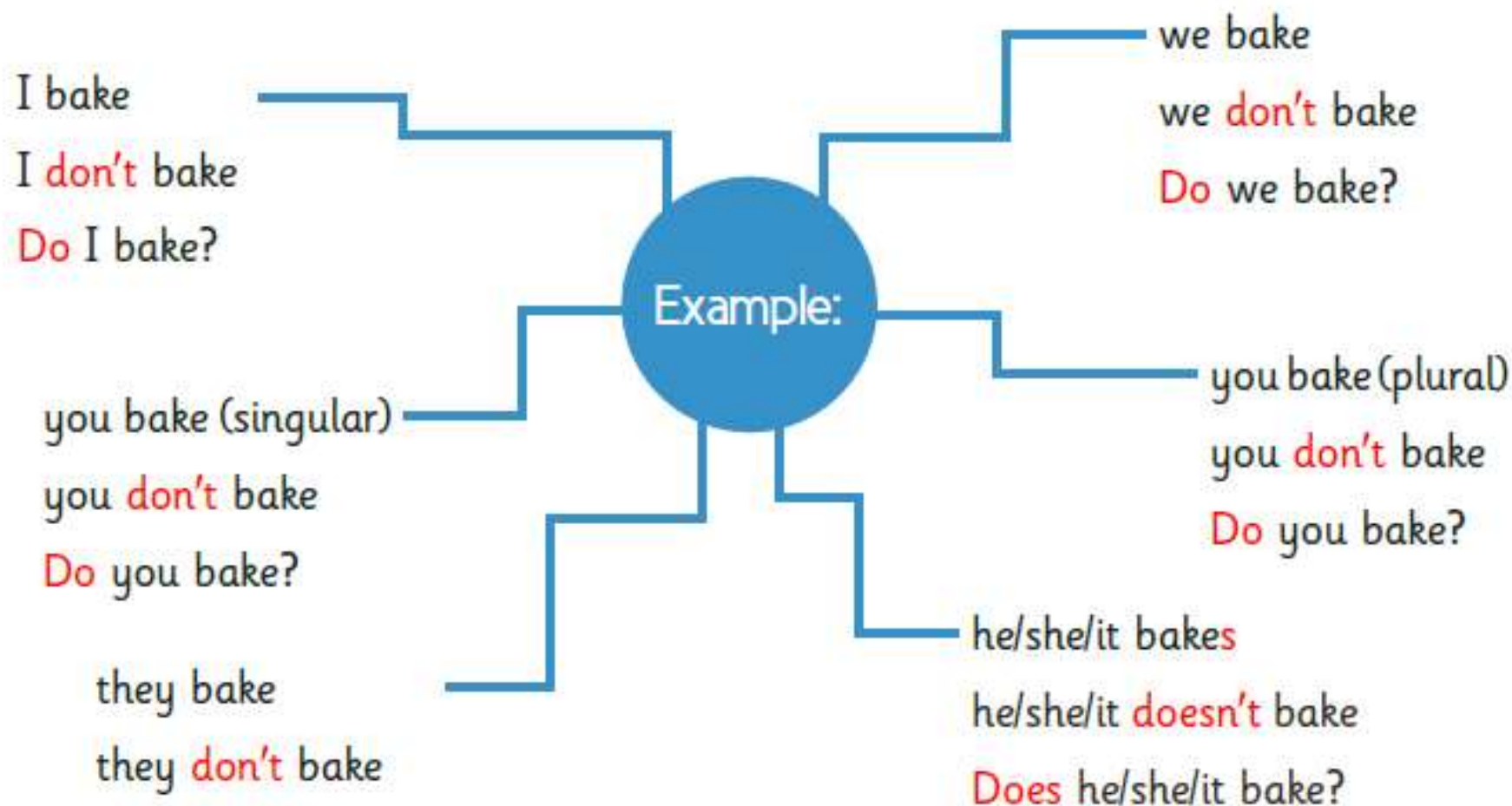
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# Simple Present

Simple present tense, also known as the present simple tense, describes events which happen often.



# Present Perfect

Present perfect describes events which started in the past and continued up until now.

Example:

```
graph TD; C((Example:)) --- L1["I have baked  
I haven't baked  
Have I baked?"]; C --- L2["you have baked (singular)  
you haven't baked  
Have you baked?"]; C --- L3["he/she/it has baked  
he/she/it hasn't baked"]; C --- L4["we have baked  
we haven't baked  
Have we baked?"]; C --- L5["you have baked (plural)  
you haven't baked  
Have you baked?"]; C --- L6["they have baked  
they haven't baked"];
```

I **have** baked

I **haven't** baked

**Have** I baked?

you **have** baked (singular)

you **haven't** baked

**Have** you baked?

he/she/it **has** baked

he/she/it **hasn't** baked

we **have** baked

we **haven't** baked

**Have** we baked?

you **have** baked (plural)

you **haven't** baked

**Have** you baked?

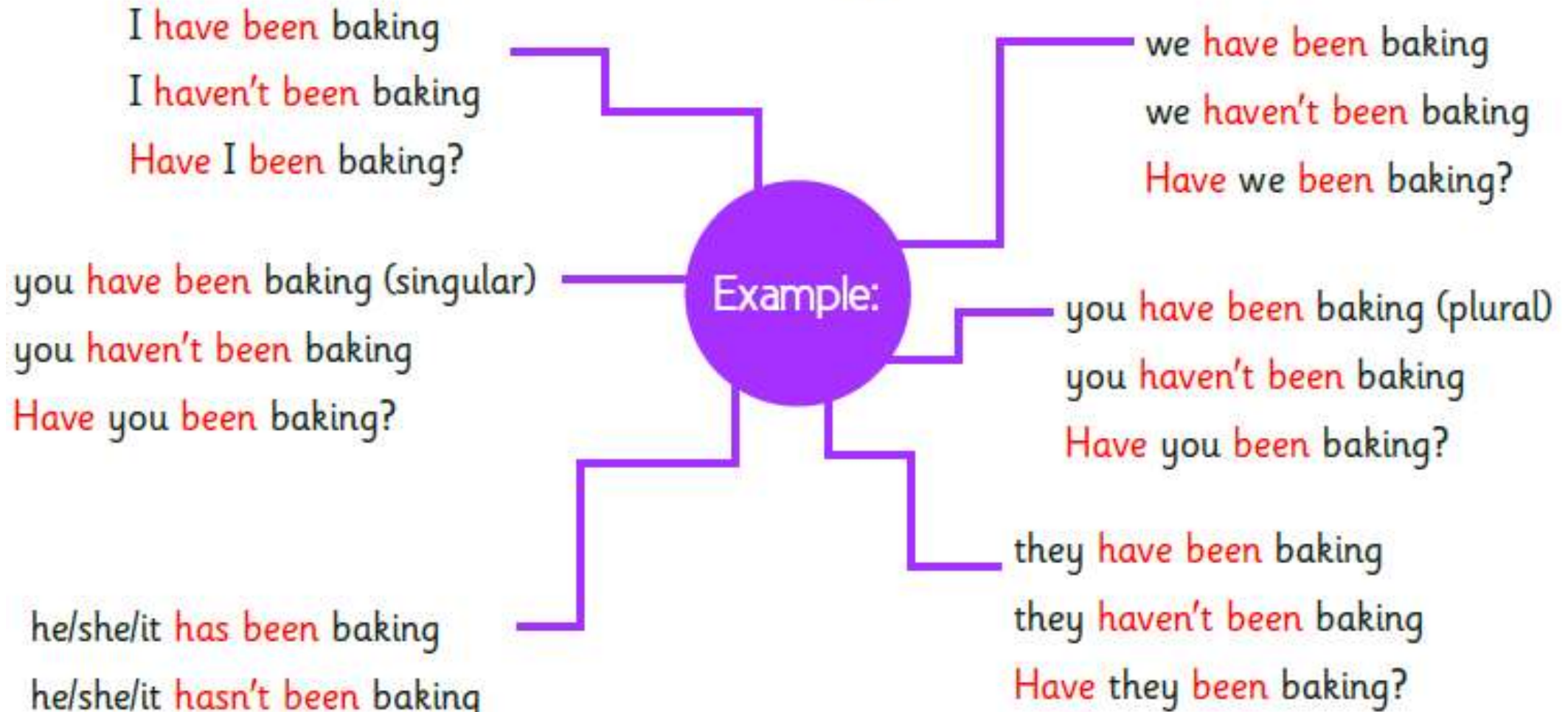
they **have** baked

they **haven't** baked



# Present Perfect Progressive

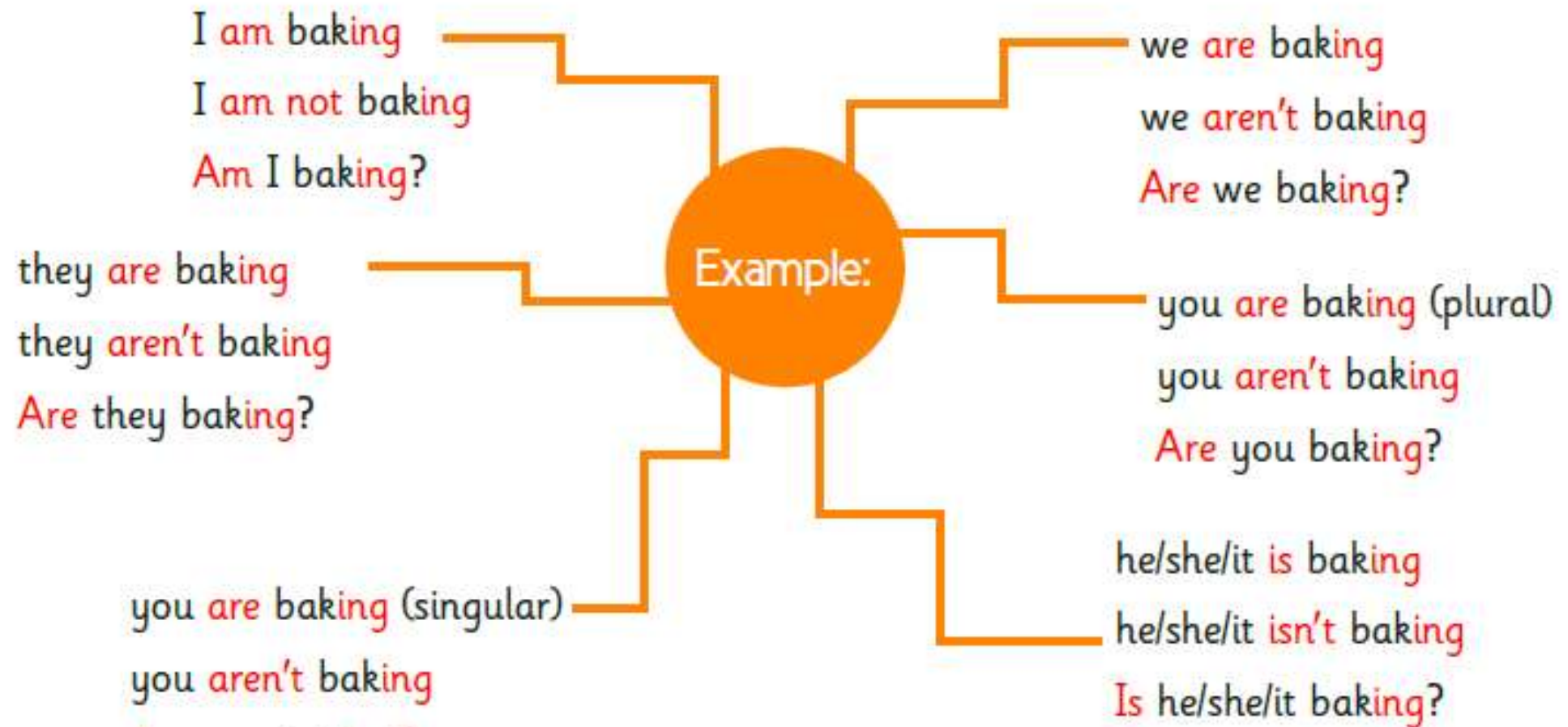
Present Perfect Progressive, also known as Present Perfect Continuous, describes events which started at some point in the past that may not be finished.





# Present Progressive

Present Progressive is also known as Present Continuous and describes events which are happening right now in the present moment.



# Week 2 Friday

- \* Learning Outcome / Objective
- \* I can recognise modal verbs.
- \* I can understand the purpose of modal verbs in sentences.

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## **Reasons against logging:**

On the other hand, some people think that by cutting down trees people are destroying the habitats of endangered species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being eroded away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the greenhouse effect that is linked to climate change.

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**Modal verbs** are auxiliary verbs which cannot usually work alone.  
They are used with a main verb.

These are **modal verbs**:

might

will

should

may

would

can

could

must

shall

ought to

**Modal verbs** can be used to show how possible something is, or how likely it is to happen/have happened.

For example:

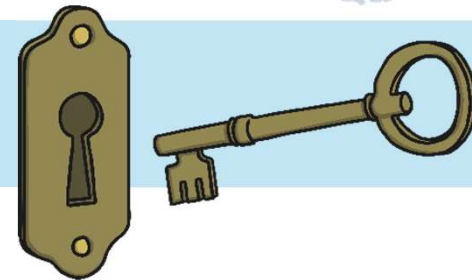
He's very late. He **could have missed** the train.



It's snowing so it **must be** very cold outside.



They **will lock** the windows when they go out.

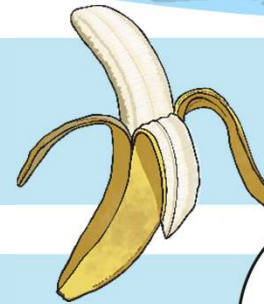


Can you spot the **Modal verbs** used  
to show **possibility** in these sentences?

Mum **might** take us swimming after school.



You **could** eat a banana instead of those sweets.



“Hurry up! We **will** be late!” said Dad

Hurry up!

We **can** go the other way – it’s quicker.



You **ought** to go to bed earlier.



Which **Modal verbs** are missing from these sentences?

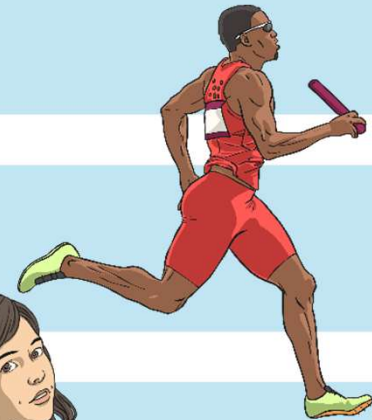
You **must** be hot in that thick coat.



If it's dry, **shall** we play outside?



He's so fast, he **should** win the race.



I'm fed up with my long hair. I **might** cut it.



Did you choose these **modal verbs**?  
Which others could you have used?



## Modal verbs can also be used to show:

### advice or obligation

Pupils **must** wear a uniform.

You **should** not smoke.



### habits

I **will** often have cereal for my breakfast.

We **shall** always enjoy a walk in the park.



### permission

May I leave a few minutes early?

Could we go to the post box on the way?

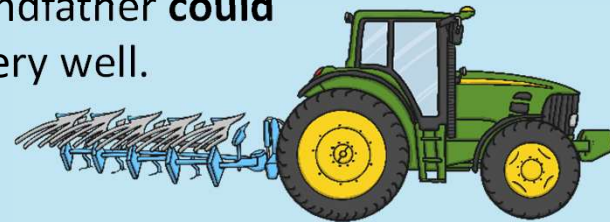
Please can we have an ice cream?



### ability

I **can** drive a tractor.

My grandfather **could** draw very well.



# Think about our discussion text.

- \* How could model verbs be used to improve how model text?
- \* What would the words: will, could, might, should, do to the argument?

# Week 3 Monday

- \* Learning Outcome / Objective
- \* I can collaborate.
- \* I can share ideas.

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# Simplified version for writing

Logging cuts down trees. Some people think it is needed to make things, but others think it is ruining the planet.

For:

Trees need to be cut down because they are used to make furniture, houses and medicines.

Against:

Trees should not be cut down because they are homes for animals and people.

What do you think?

# Planning

Title as a question...	Opening explaining the title	Reasons for	Reasons against	Summary – offering readers the chance to choose
Picture	Picture	Picture	Picture	Picture
Should schools serve only vegetarian meals?	Vegetarians do not eat meat. Vegans eat only plant based food.	Better for planet Healthier Morally right	Cost Less choice Taste	You decide

# Should schools serve only vegetarian meals?

Vegetarians choose to not eat meat. Some may include eating fish and identify as pescatarians. Others are vegan and eat only plant-based food. This discussion text looks at the growing number of people becoming vegetarian, pescatarian or vegan and if this means that schools should move to offering only these types of meals.

Reasons for:

On the one hand, scientists have established that eating a vegetable based diet is healthiest. Schools should be places where children are given the best option to grow and learn to be healthy and responsible citizens. By not eating meat, there will be less animal cruelty and harm done to the planet.

Reasons against:

On the other hand, schools have a limited budget and meat meals are cheaper to produce. Children already have vegetarian options available and these are not as popular as the meat choices. This may be due to the taste of vegetarian and vegan dishes not being as succulent.

There is evidence to suggest that schools should serve plant based meals as they are healthier options, however, this is at a cost and taste disadvantage. After considering the arguments, what do you believe schools should do?

# Week 3 Tuesday

- \* Learning Outcome / Objective
- \* I can plan a discussion text.



# Should logging take place?

**Logging** is the process of cutting, processing, and moving trees to a location for transport. It may include skidding, on-site processing, and loading of trees or logs onto trucks or skeleton cars. This process is a part of deforestation that some people feel is causing significant damage to the planet. Other people argue that logging is essential to the people and the land. This discussion text gives both sides to the argument and asks you to decide for yourself.

## **Reasons for logging:**

On the one hand, many people believe that the clearing of land to make space for farming is essential to people living in the area. Logging and farming both provide jobs for local workers, who depend heavily on this income to provide for their families. The workers, who remove the trees, plant saplings to form new forests. The trees that are removed are used to create new and useful things, such as medicines.

## **Reasons against logging:**

On the other hand, some people think that by cutting down trees people are destroying the habitats of endangered species. These habitats are not being recreated, as even if saplings are planted, they take far too long to grow to be suitable homes for the animals in the area. It is not just the trees that are habitats, but also the soil that is being eroded away from the loss of trees. The combination of soil being eroded and the disappearance of trees is contributing the greenhouse effect that is linked to climate change.

There is evidence that logging is needed to support farming, however there is also evidence that logging is contributing to climate change. After considering the arguments from both sides, it is for you to make the decision on whether you believe logging should, or should not, take place.

# Planning – what issues are you thinking about?

- \* Uniform?
- \* Pets?
- \* Tests?
- \* Homework?
- \* Length of school holidays?
- \* Length of playtimes?

# Planning

Title as a question...	Opening explaining the title	Reasons for	Reasons against	Summary – offering readers the chance to choose
Picture	Picture	Picture	Picture	Picture

# Read through your plan to a partner.

- \* Give feedback.
- \* Is there a question as a title?
- \* Is there an opening explaining the title?
- \* Are there reasons for and reasons against?
- \* Are the arguments balanced?
- \* Is it third person?
- \* Is it present tense?
- \* Is there modal verbs being used?
- \* Does it sum up the ideas at the end?
- \* Does it ask for the reader to decide at the end?



# Week 3 Wednesday

- \* Learning Outcome / Objective
- \* I can write a discussion text from a plan.
- \* I can support a partner with feedback.

# Should logging take place?

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# Week 3 Thursday

- \* Learning Outcome / Objective
- \* I can edit and improve my writing.
- \* I can complete my discussion text.



# Read through your work to a partner.

- \* Give feedback.
- \* Is there a question as a title?
- \* Is there an opening explaining the title?
- \* Are there reasons for and reasons against?
- \* Are the arguments balanced?
- \* Is it third person?
- \* Is it present tense?
- \* Is there modal verbs being used?
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- \* Does it ask for the reader to decide at the end?

# Week 3 Friday

- \* Learning Outcome / Objective
- \* I can perform / publish my discussion text.
- \* I can choose images to support paragraphs and understand bias.

# Week 4 Monday

- \* Learning Outcome / Objective
- \* I can give personal responses and justifications to a text.
- \* I can summarise paragraphs.

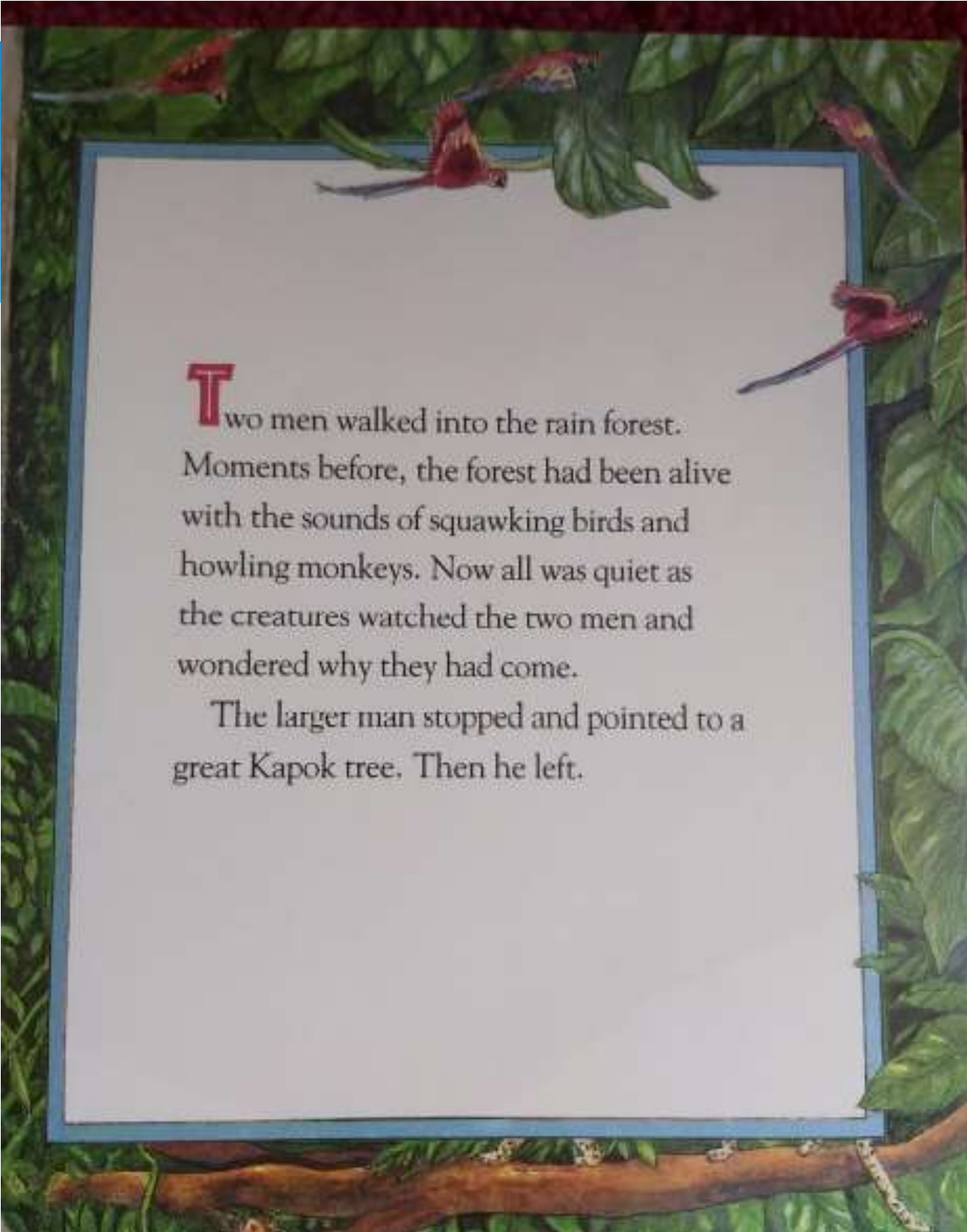


# THE GREAT KAPOK TREE

A TALE OF THE AMAZON RAIN FOREST

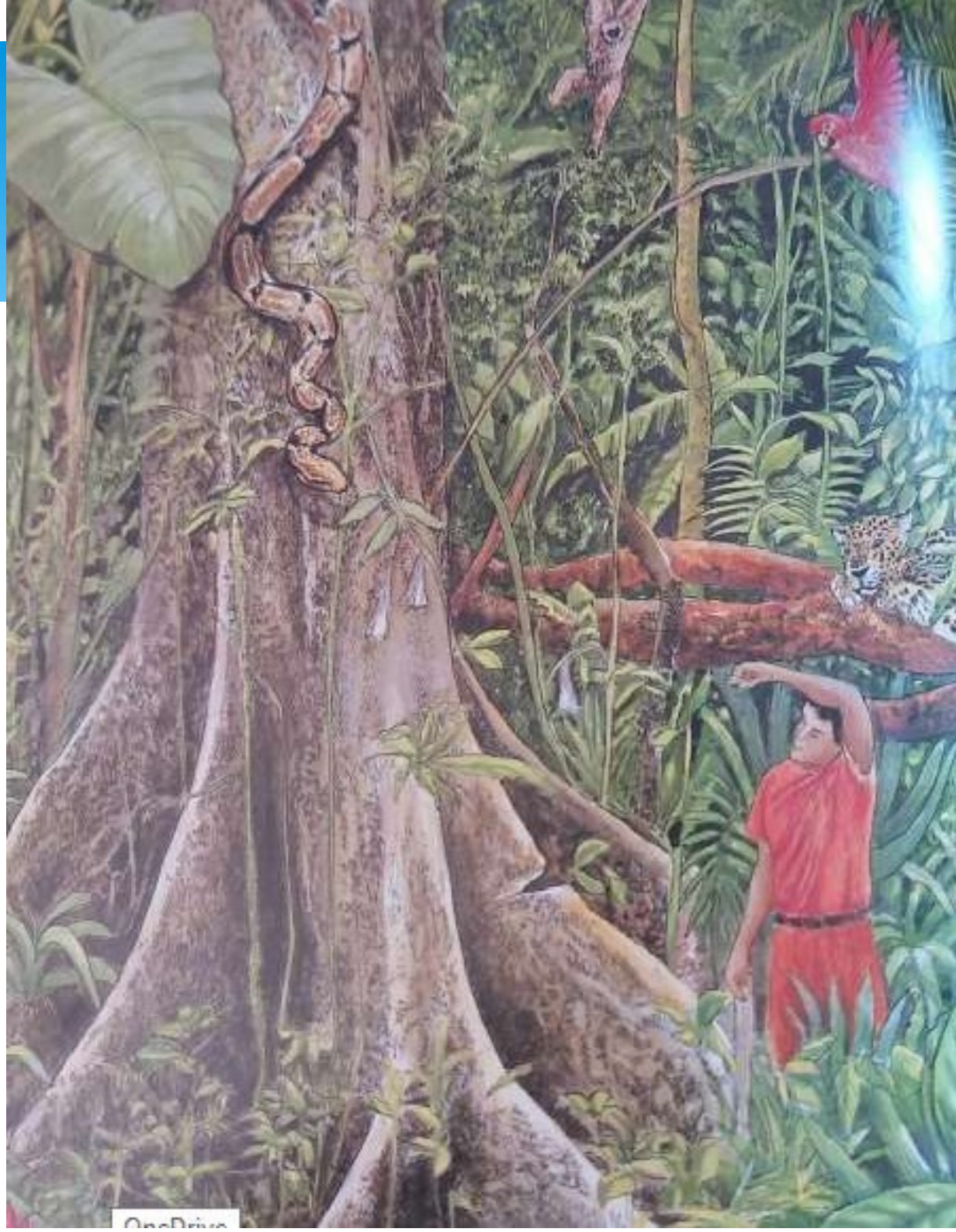
by Lynne Cherry



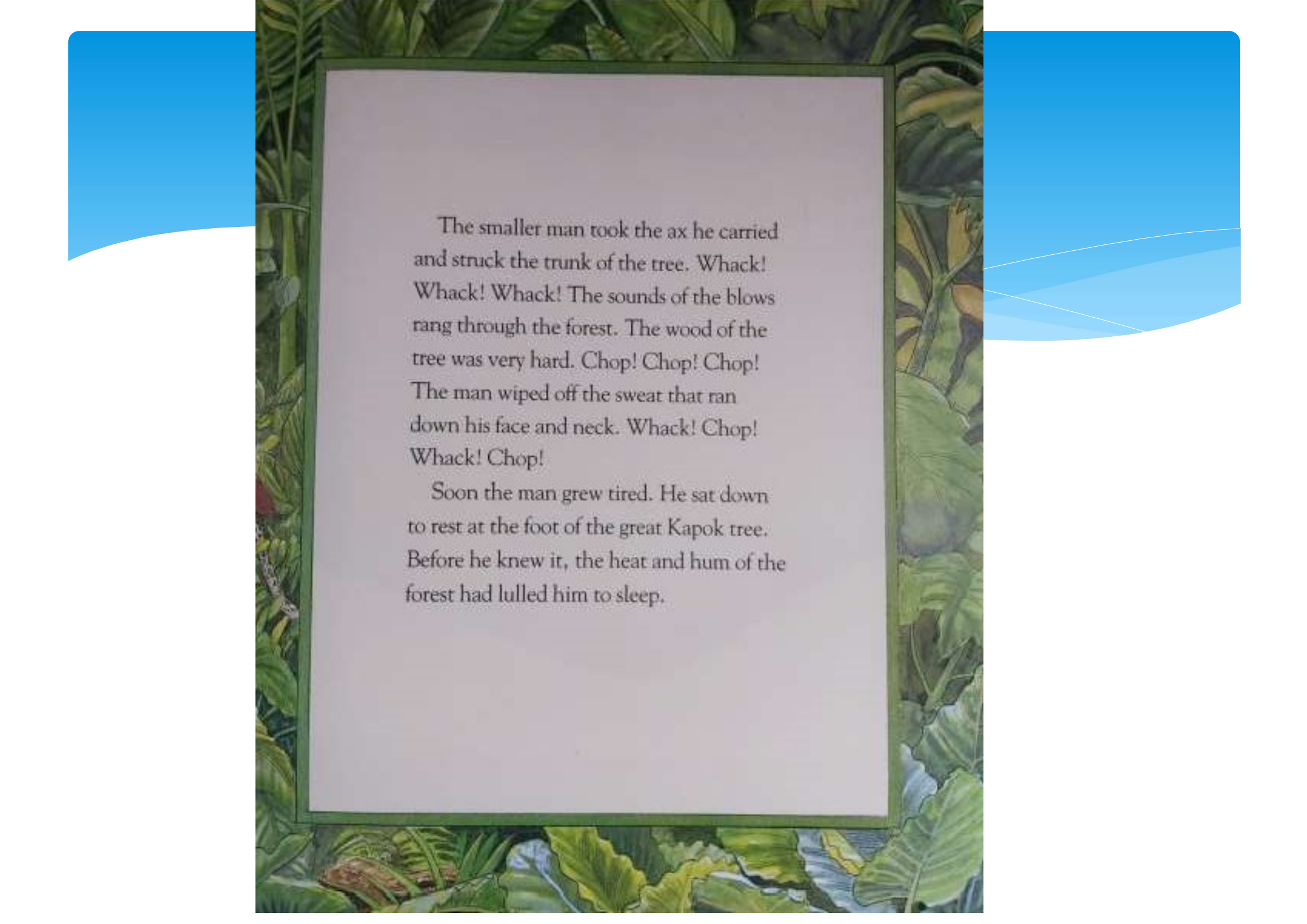
The page is framed by a lush rainforest illustration. At the top, several red and blue parrots are perched on green leaves. On the right side, a red parrot is shown in flight. At the bottom, a thick brown tree branch with small white flowers or lichen is visible. The central text is enclosed in a light blue rectangular border.

**T**wo men walked into the rain forest. Moments before, the forest had been alive with the sounds of squawking birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come.

The larger man stopped and pointed to a great Kapok tree. Then he left.

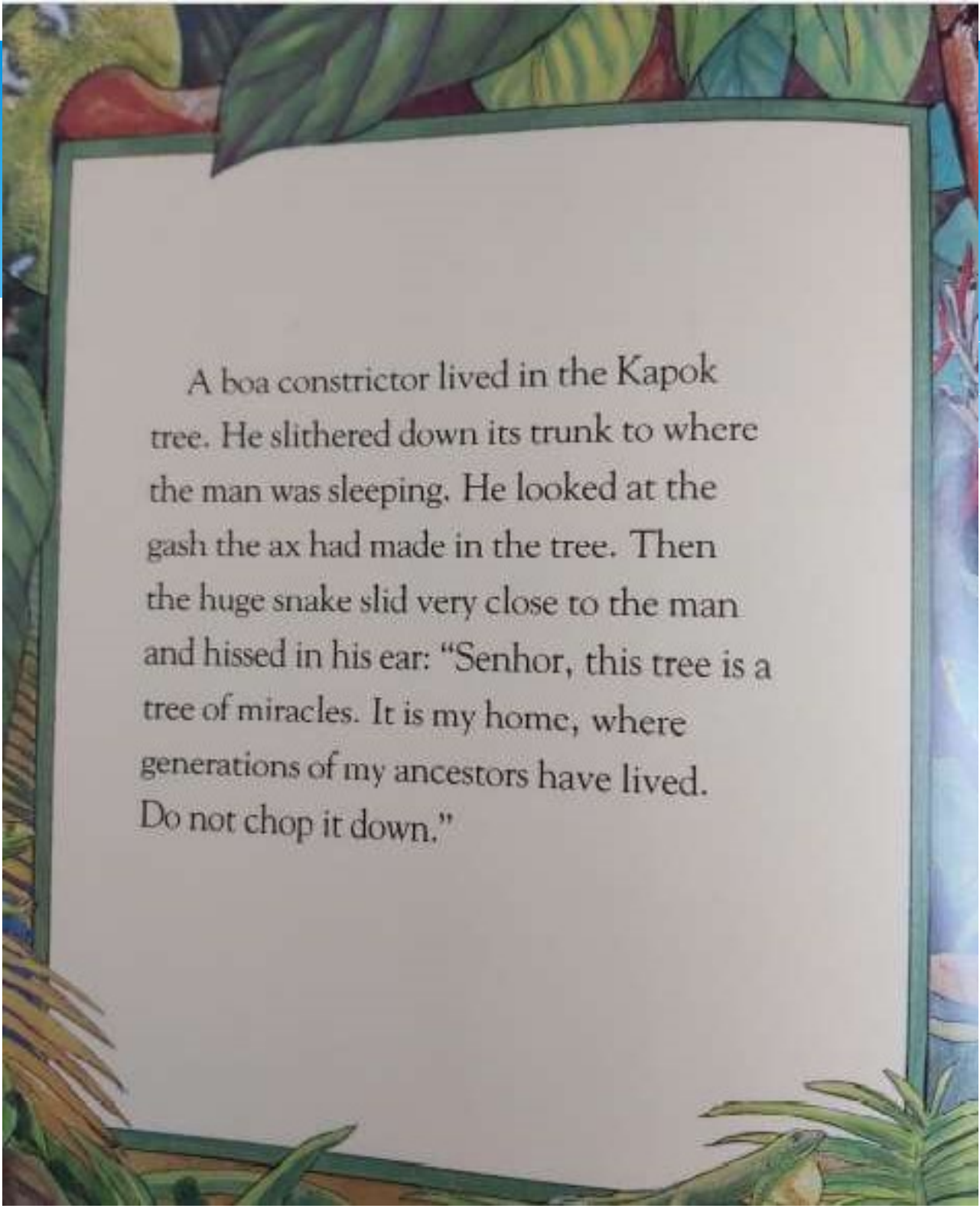






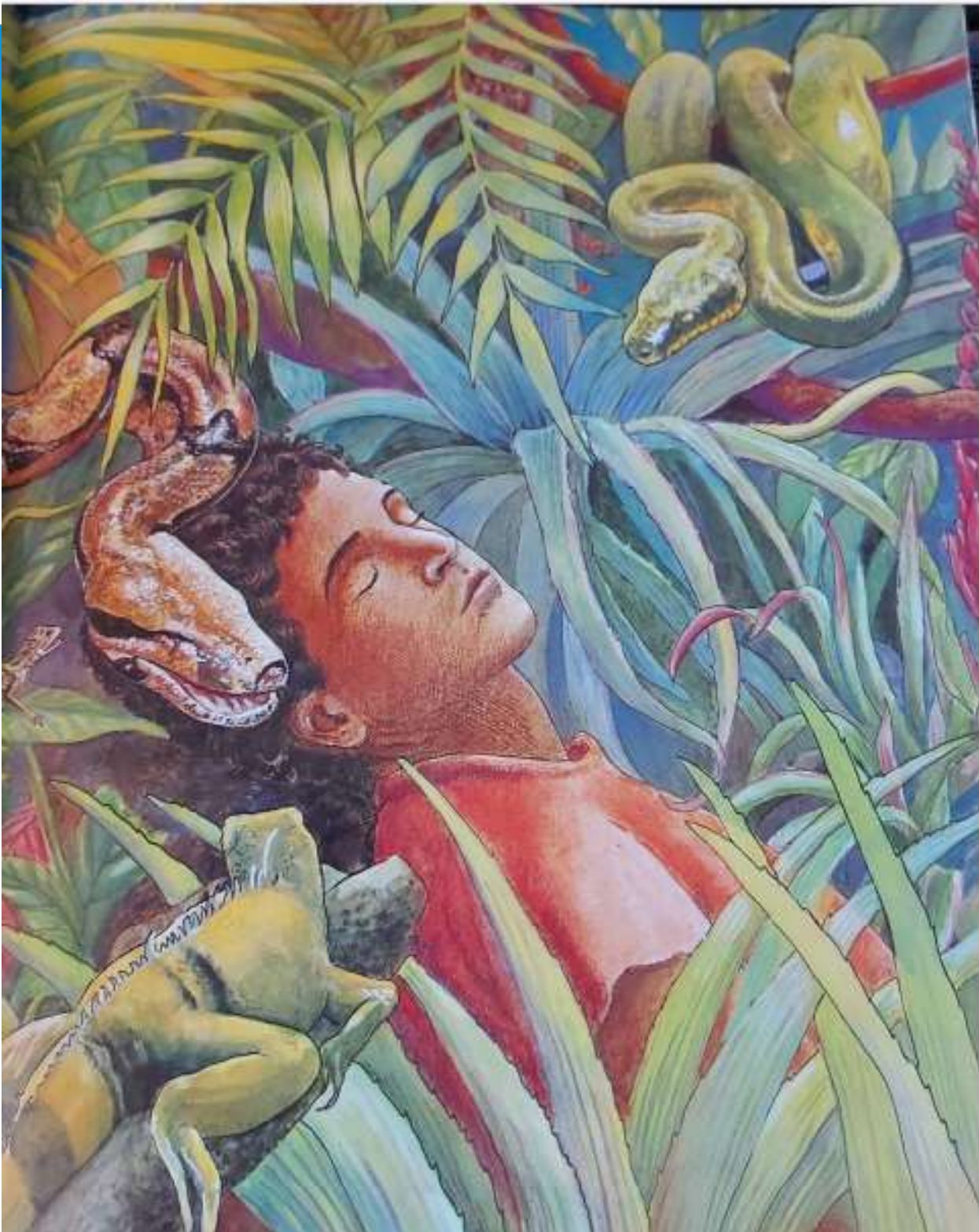
The smaller man took the ax he carried and struck the trunk of the tree. Whack! Whack! Whack! The sounds of the blows rang through the forest. The wood of the tree was very hard. Chop! Chop! Chop! The man wiped off the sweat that ran down his face and neck. Whack! Chop! Whack! Chop!

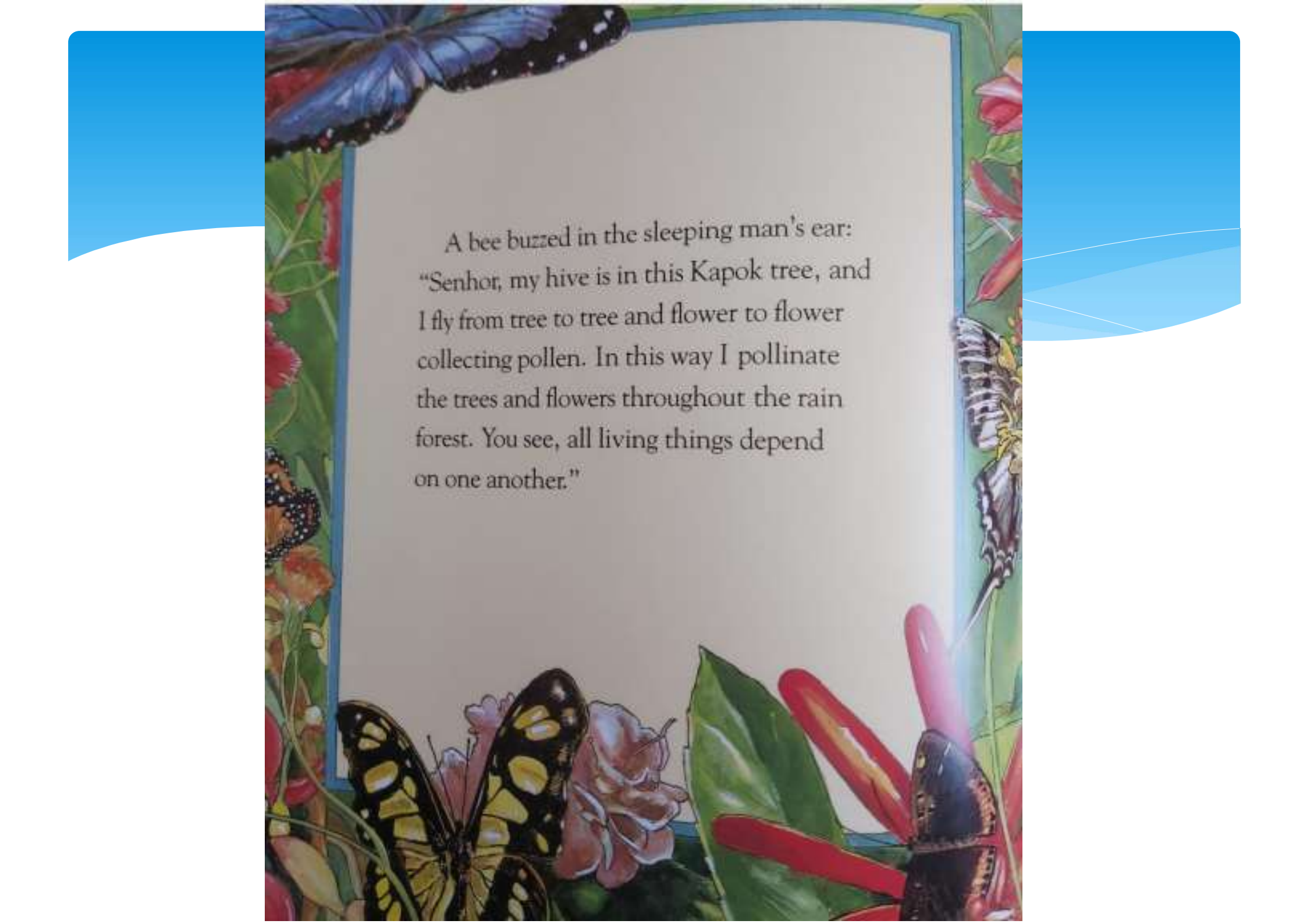
Soon the man grew tired. He sat down to rest at the foot of the great Kapok tree. Before he knew it, the heat and hum of the forest had lulled him to sleep.

The page is framed by a green border. At the top, there are large green leaves. On the right side, a small red flower is visible. At the bottom, there are green plants and a small green snake. The text is centered on the page.

A boa constrictor lived in the Kapok tree. He slithered down its trunk to where the man was sleeping. He looked at the gash the ax had made in the tree. Then the huge snake slid very close to the man and hissed in his ear: "Senhor, this tree is a tree of miracles. It is my home, where generations of my ancestors have lived. Do not chop it down."

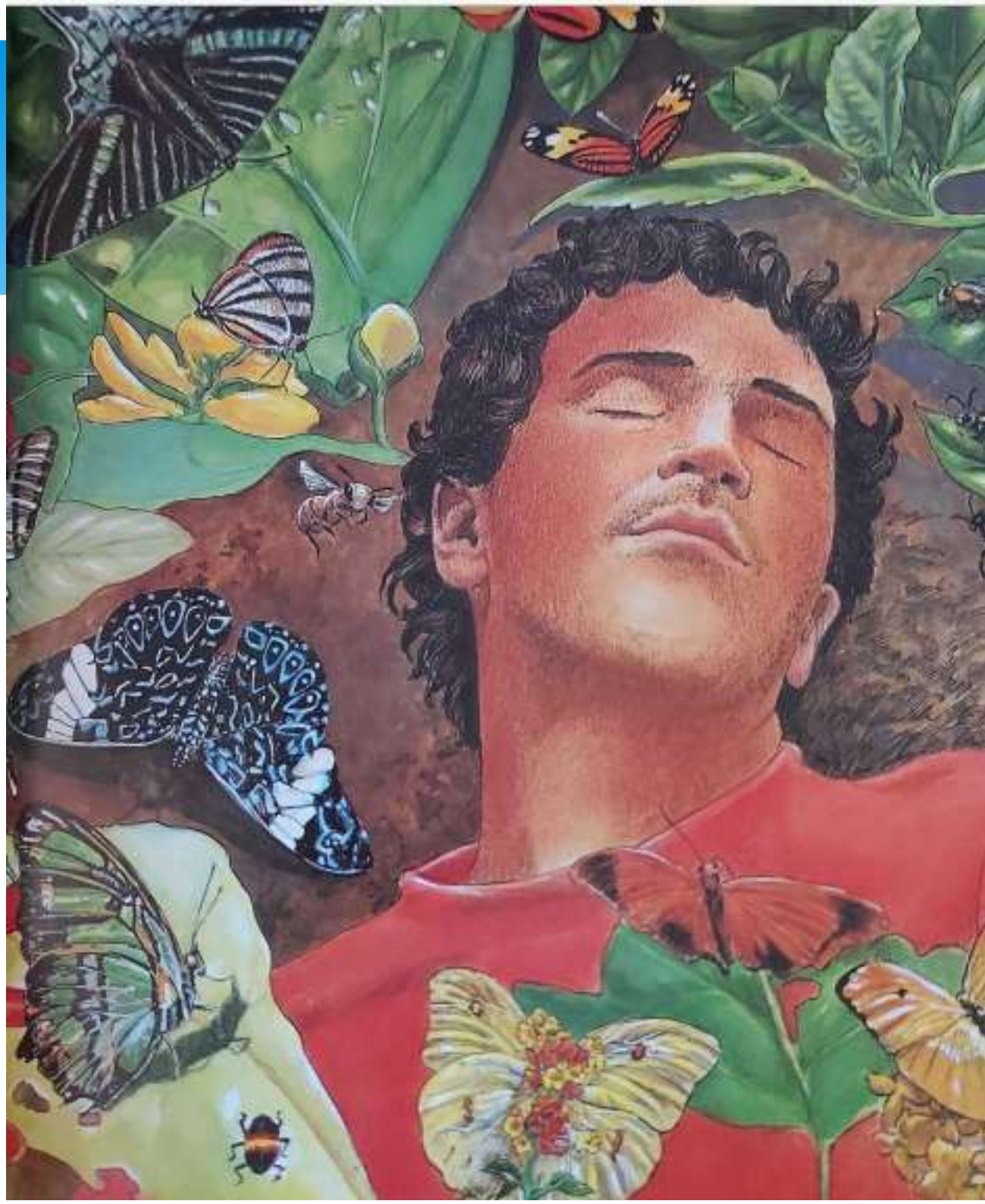


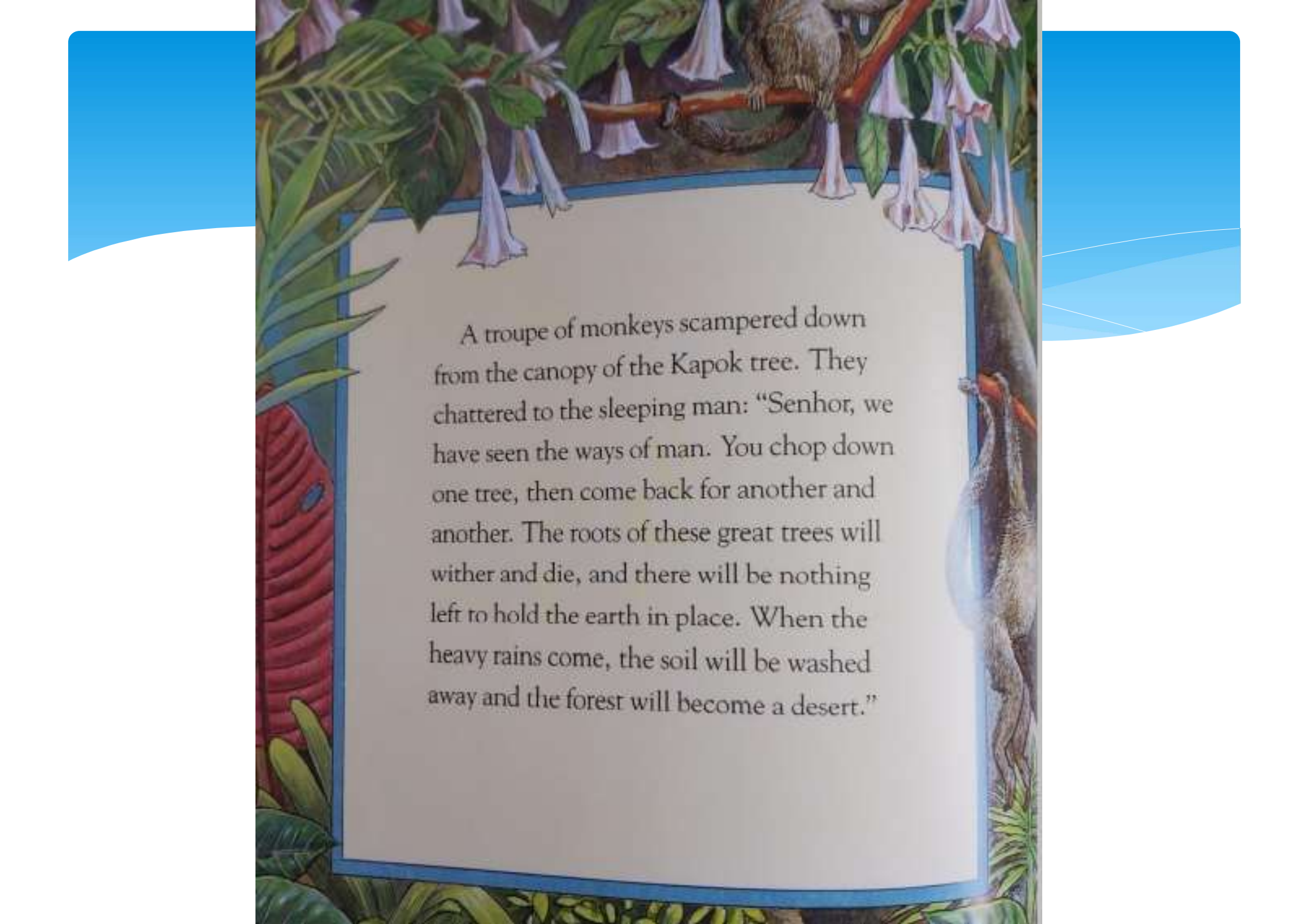




A bee buzzed in the sleeping man's ear:  
"Senhor, my hive is in this Kapok tree, and  
I fly from tree to tree and flower to flower  
collecting pollen. In this way I pollinate  
the trees and flowers throughout the rain  
forest. You see, all living things depend  
on one another."

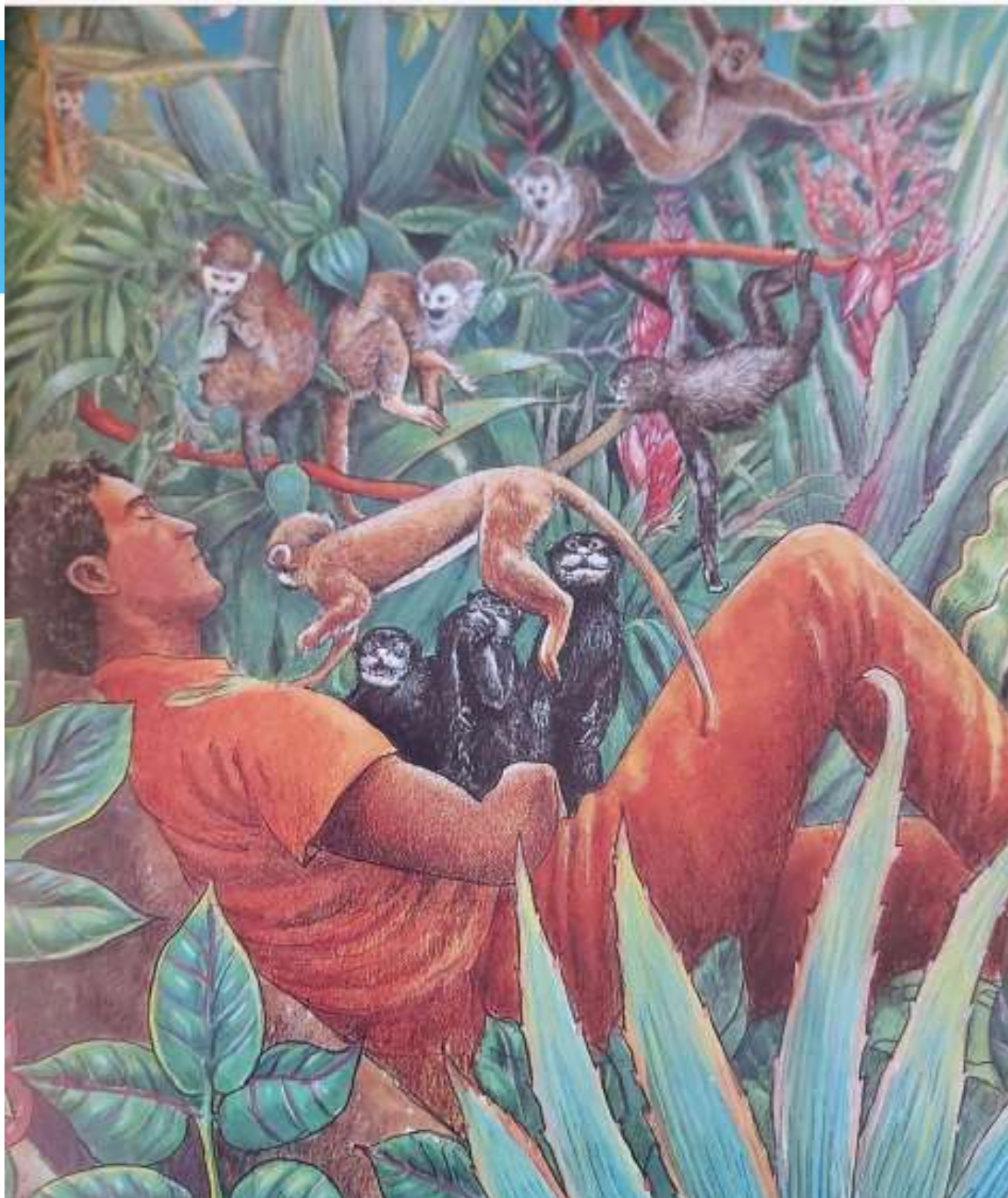


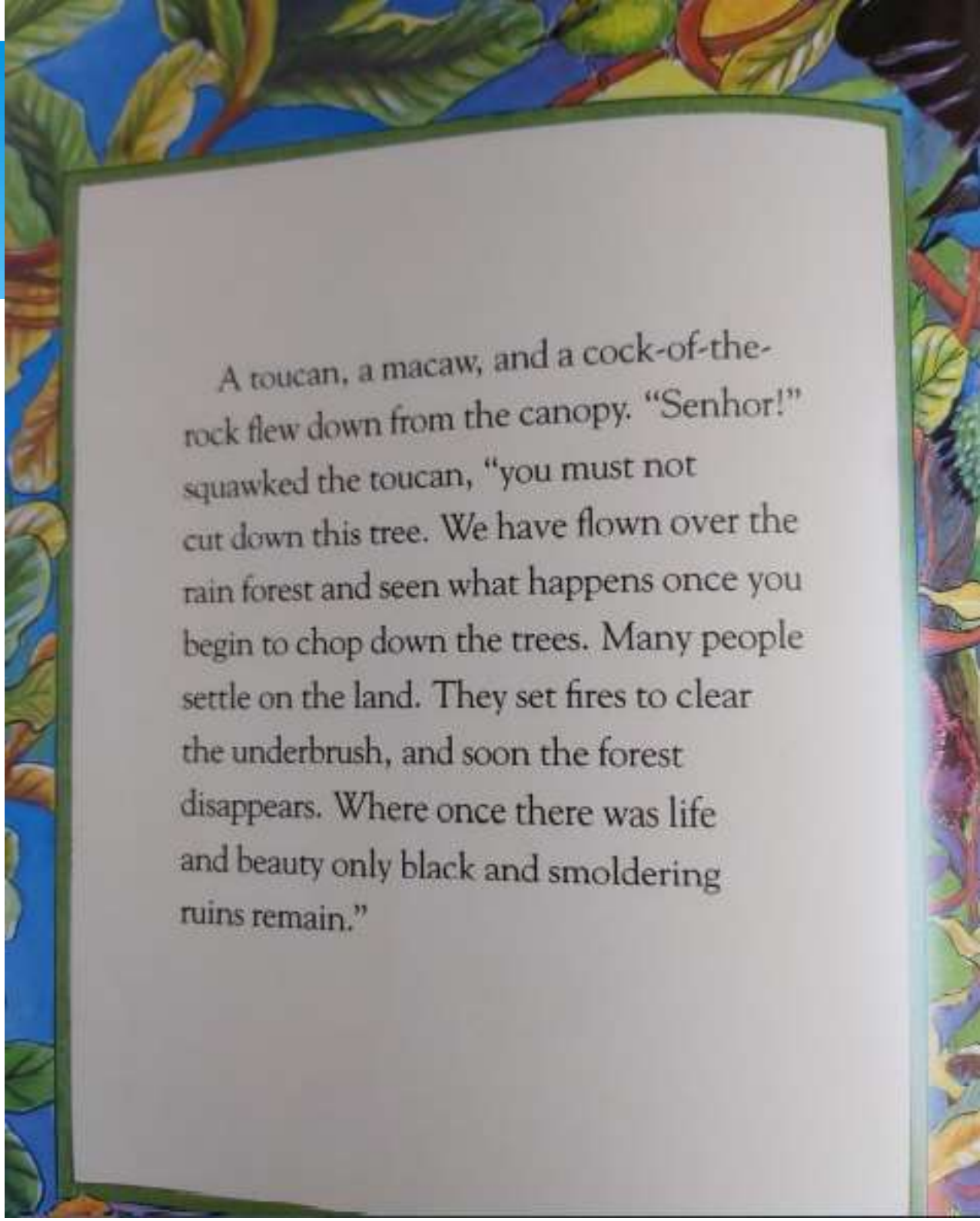




A troupe of monkeys scampered down from the canopy of the Kapok tree. They chattered to the sleeping man: "Senhor, we have seen the ways of man. You chop down one tree, then come back for another and another. The roots of these great trees will wither and die, and there will be nothing left to hold the earth in place. When the heavy rains come, the soil will be washed away and the forest will become a desert."



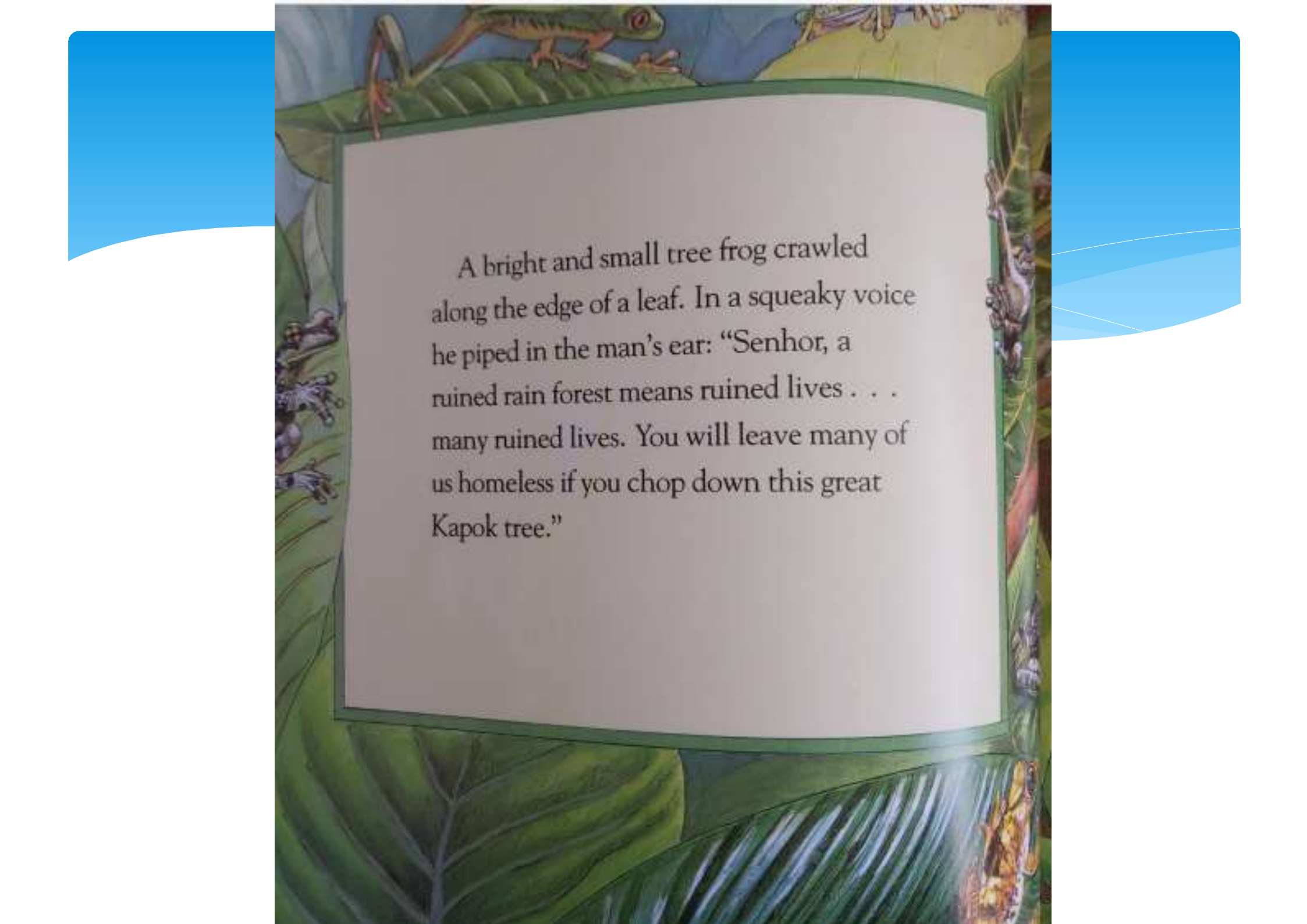




A toucan, a macaw, and a cock-of-the-rock flew down from the canopy. "Senhor!" squawked the toucan, "you must not cut down this tree. We have flown over the rain forest and seen what happens once you begin to chop down the trees. Many people settle on the land. They set fires to clear the underbrush, and soon the forest disappears. Where once there was life and beauty only black and smoldering ruins remain."

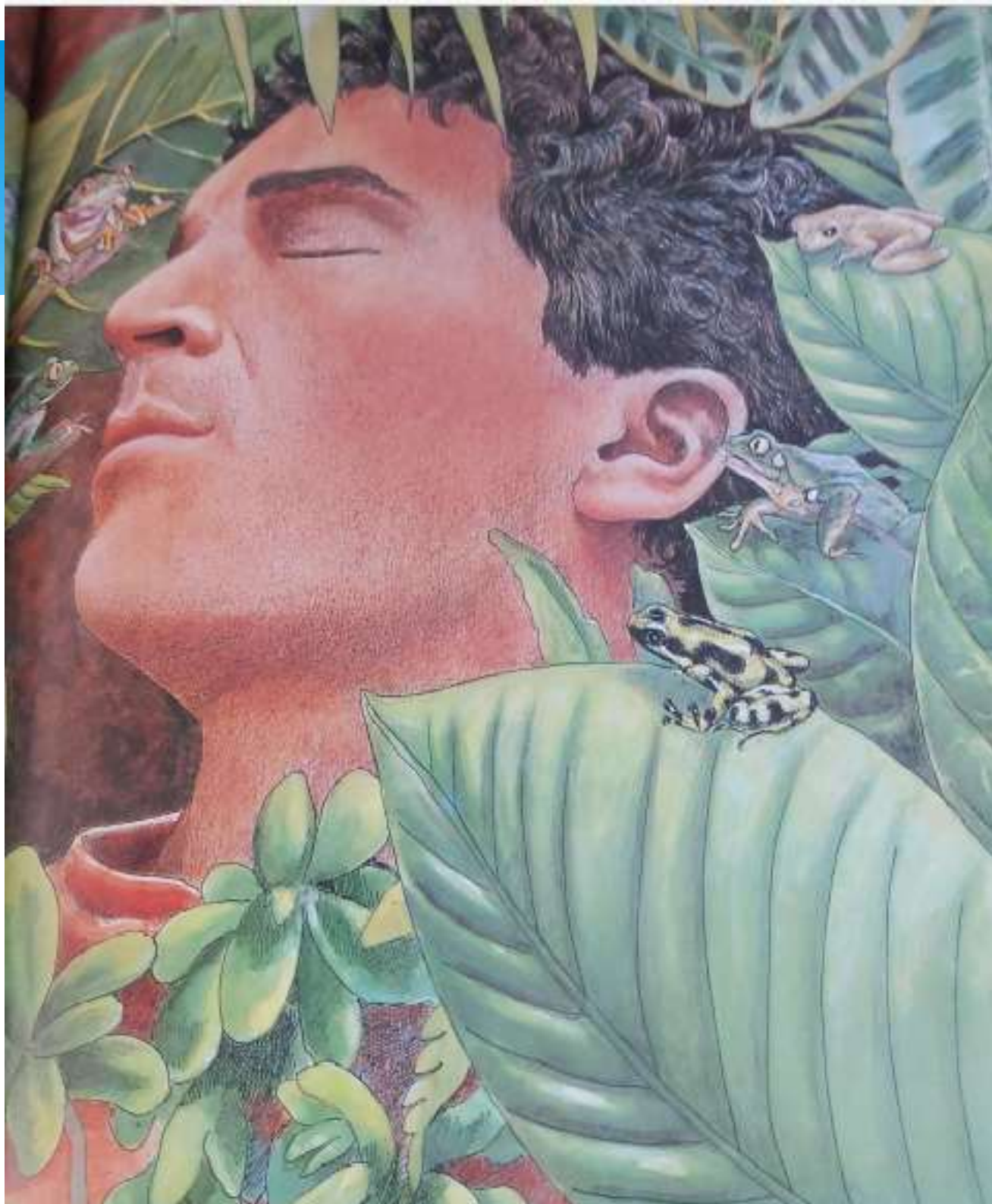




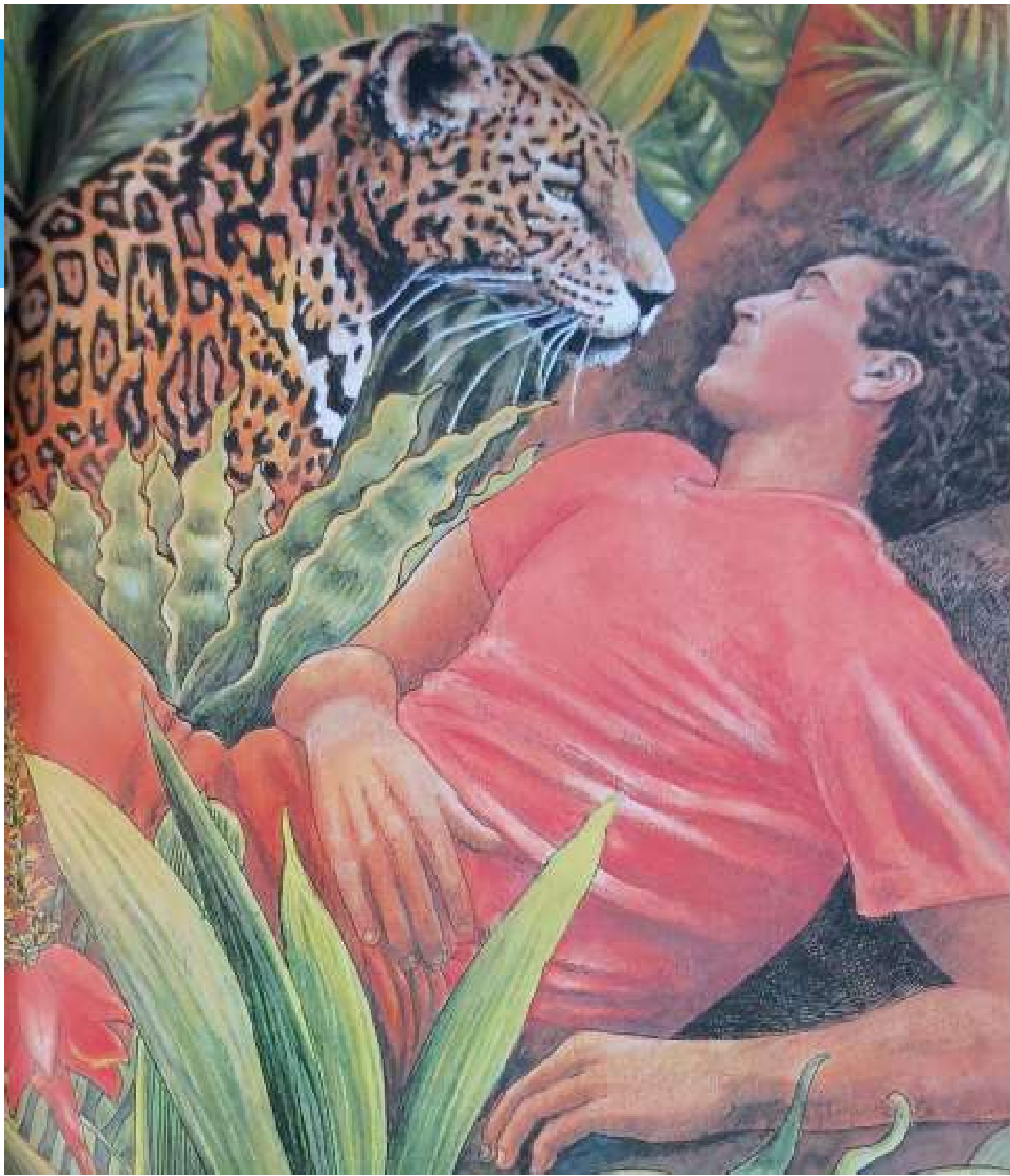


A bright and small tree frog crawled  
along the edge of a leaf. In a squeaky voice  
he piped in the man's ear: "Senhor, a  
ruined rain forest means ruined lives . . .  
many ruined lives. You will leave many of  
us homeless if you chop down this great  
Kapok tree."

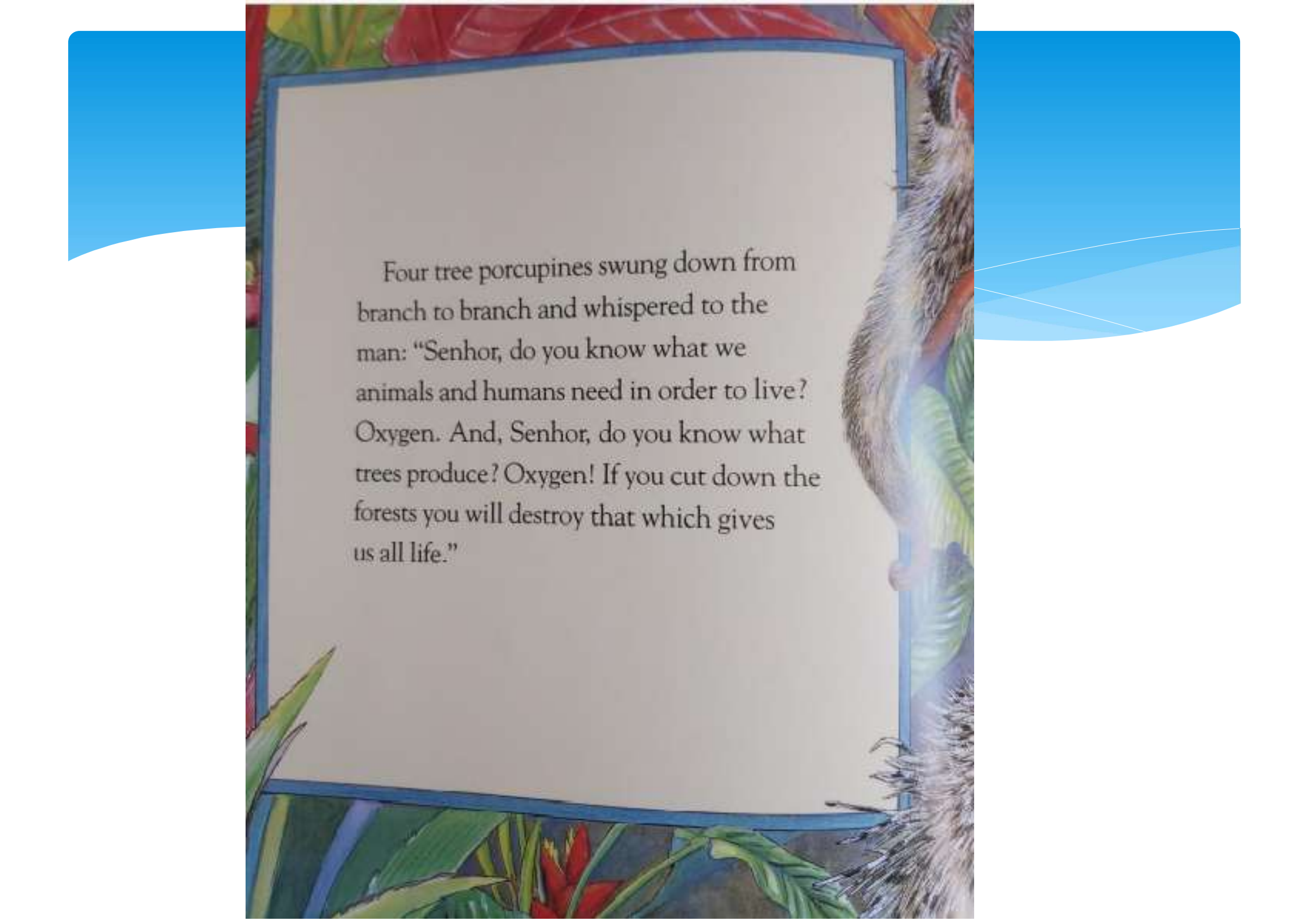




A jaguar had been sleeping along a branch in the middle of the tree. Because his spotted coat blended into the dappled light and shadows of the understory, no one had noticed him. Now he leapt down and padded silently over to the sleeping man. He growled in his ear: "Senhor, the Kapok tree is home to many birds and animals. If you cut it down, where will I find my dinner?"

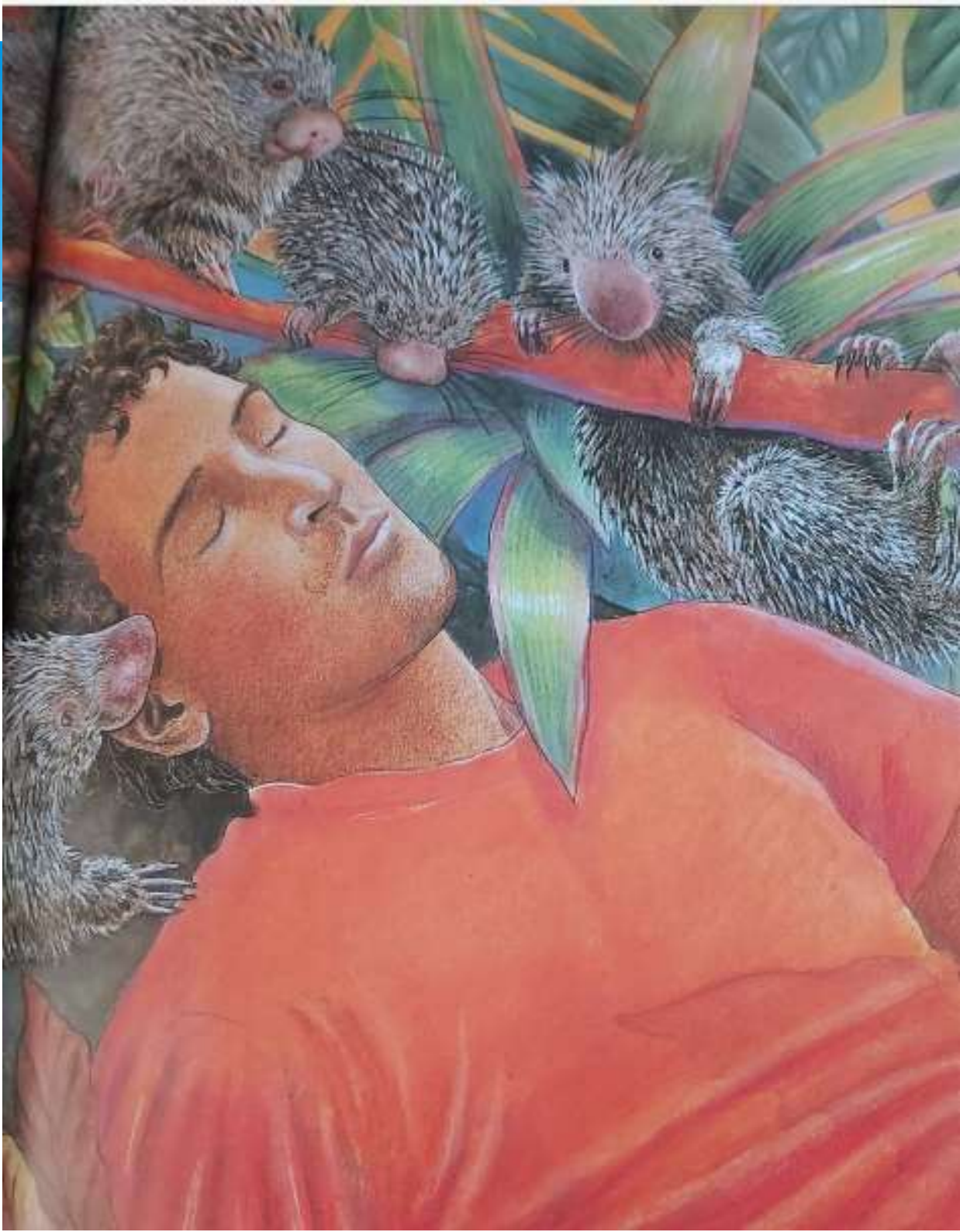


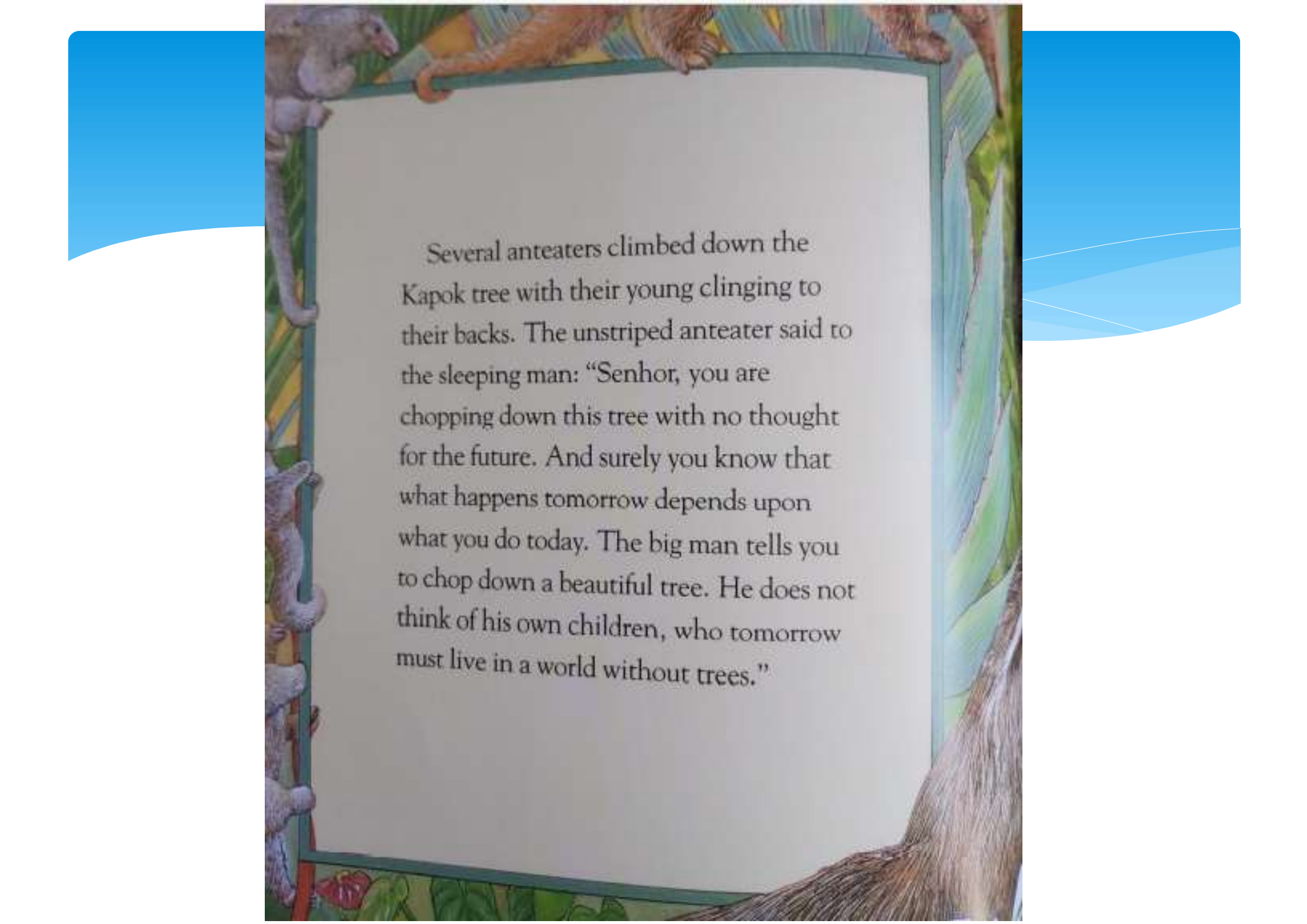




Four tree porcupines swung down from branch to branch and whispered to the man: "Senhor, do you know what we animals and humans need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life."

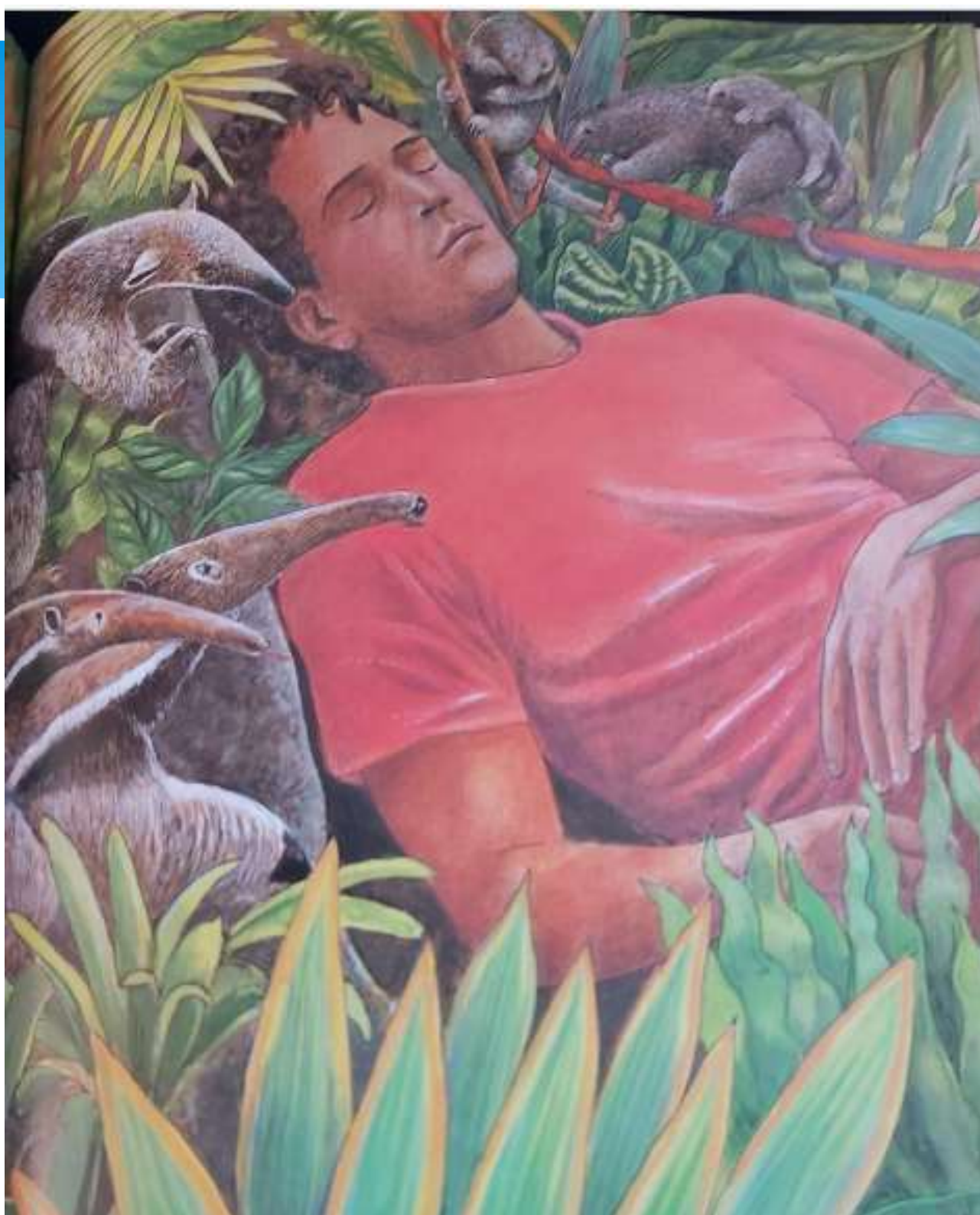


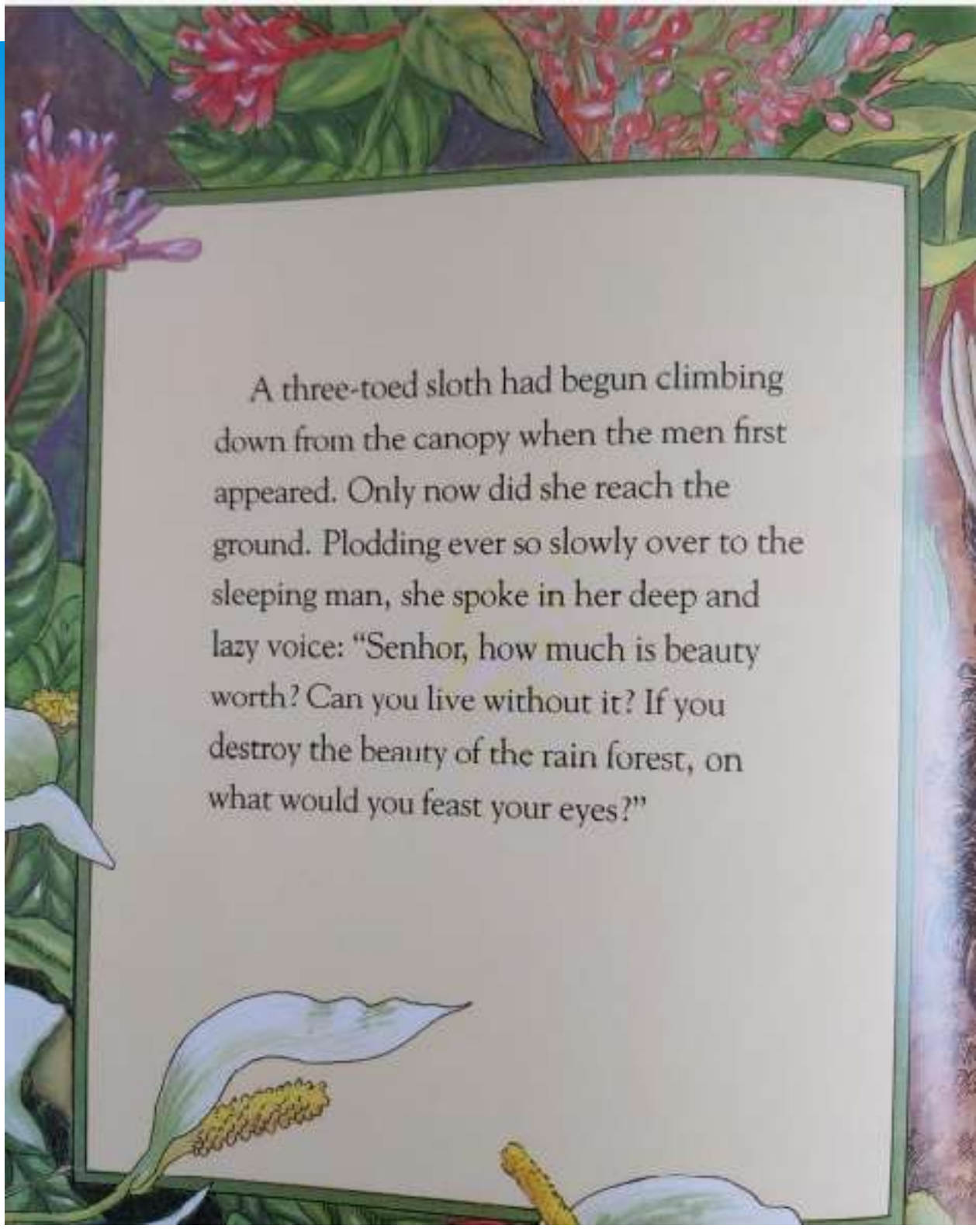


The image shows a page from a children's book. The page is framed by a colorful illustration of a jungle scene. On the left, a grey anteater is climbing a tree trunk. At the top, a brown anteater is climbing. On the right, a thatched roof of a hut is visible. The text is centered on the page.

Several anteaters climbed down the Kapok tree with their young clinging to their backs. The unstriped anteater said to the sleeping man: "Senhor, you are chopping down this tree with no thought for the future. And surely you know that what happens tomorrow depends upon what you do today. The big man tells you to chop down a beautiful tree. He does not think of his own children, who tomorrow must live in a world without trees."

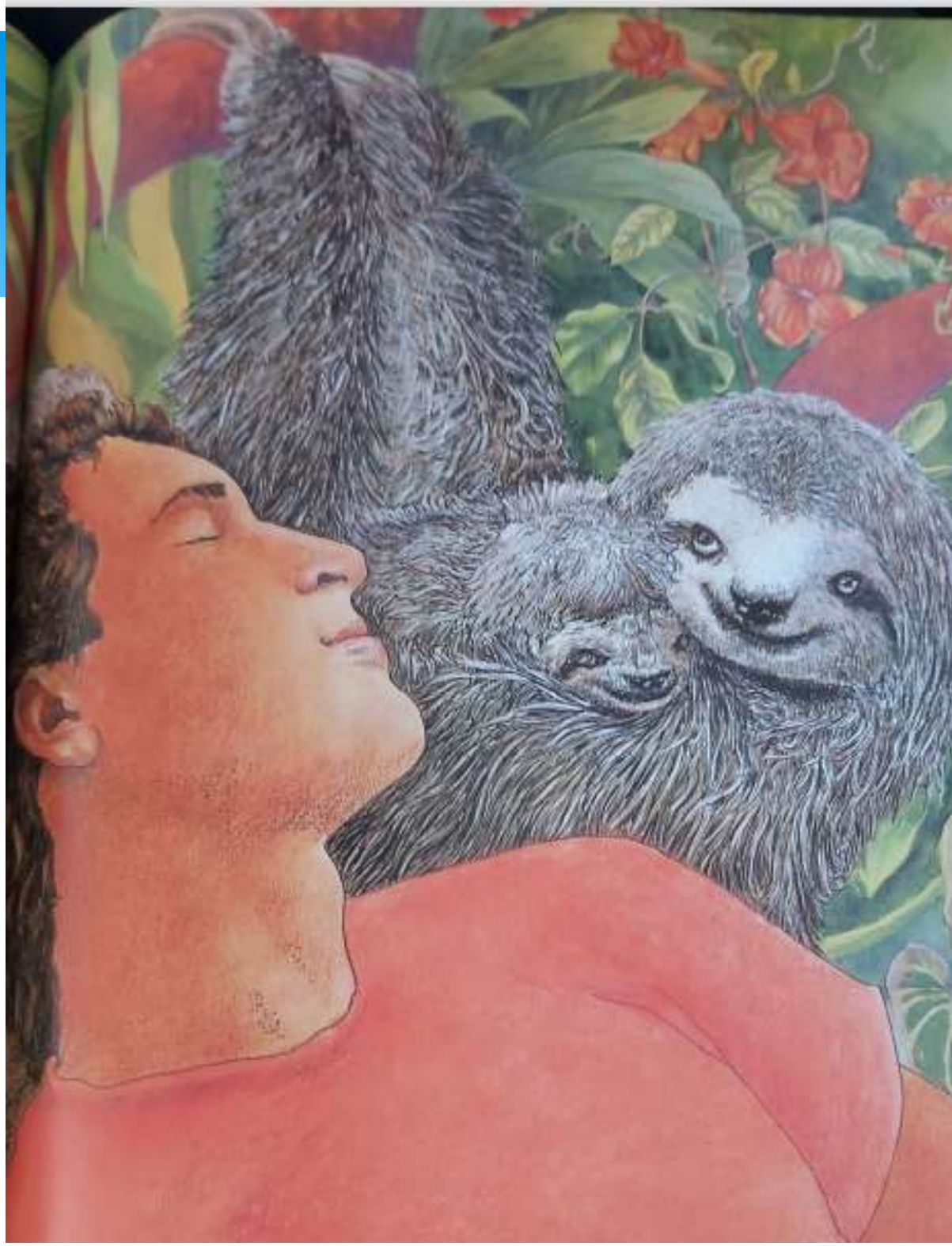







A three-toed sloth had begun climbing down from the canopy when the men first appeared. Only now did she reach the ground. Plodding ever so slowly over to the sleeping man, she spoke in her deep and lazy voice: "Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rain forest, on what would you feast your eyes?"

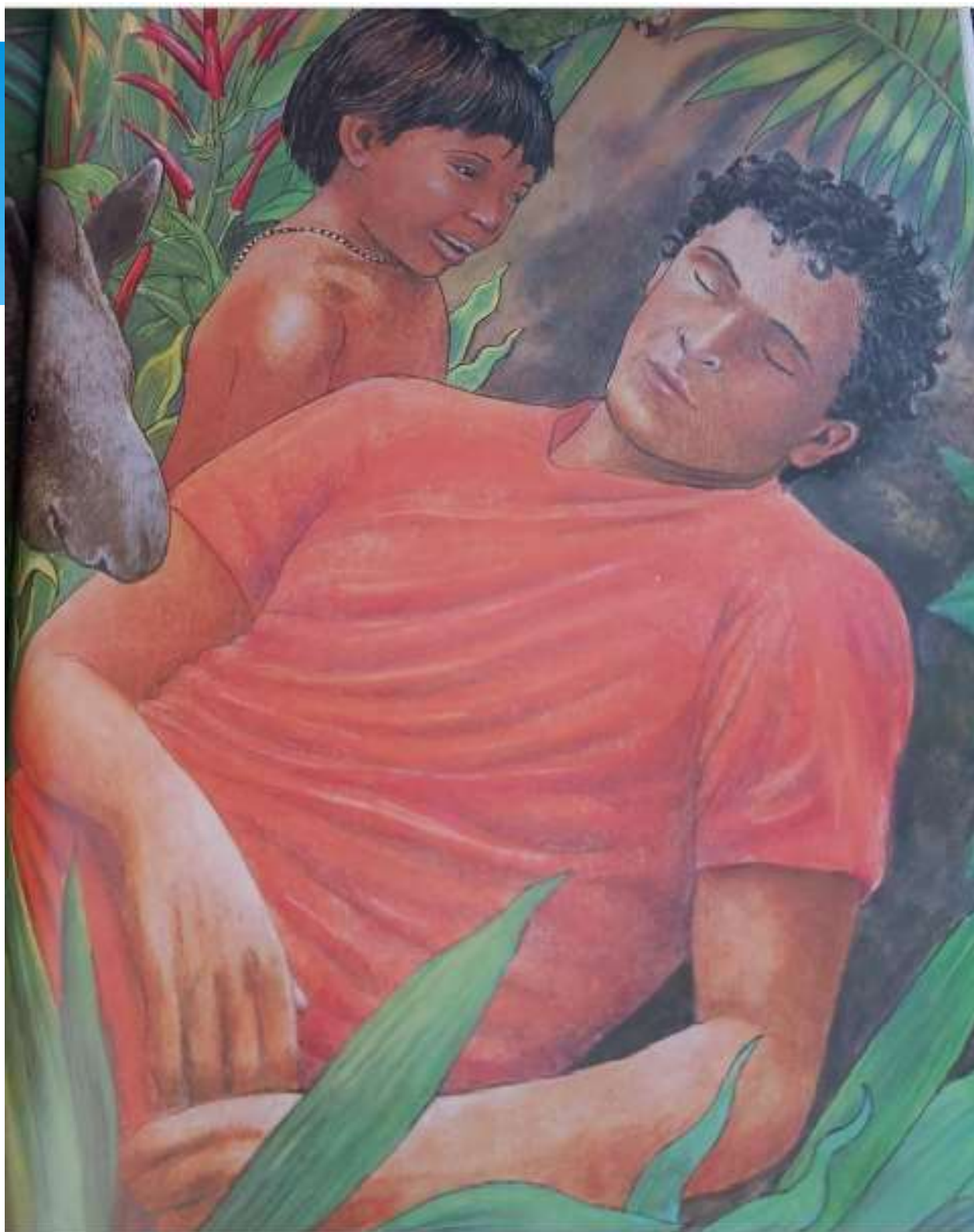


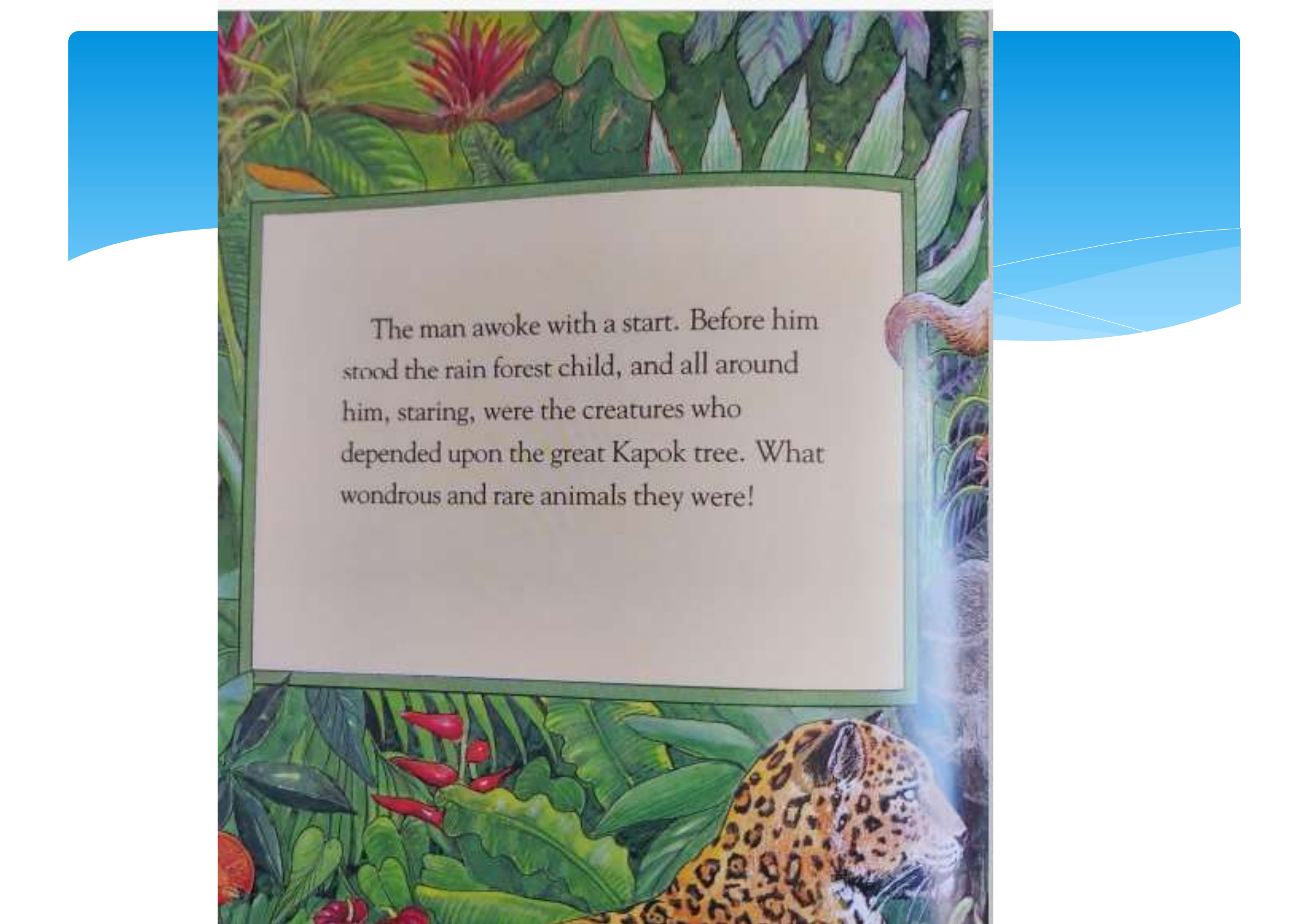


The illustration depicts a scene in a lush rainforest. In the foreground, a young child with brown and white spotted fur is shown from the chest up, kneeling and looking down at a sleeping man. The man is lying on his back, partially obscured by large green leaves. The background is filled with dense foliage, including large green leaves and purple branches. The entire scene is framed by a blue border. The text is centered within a light beige rectangular area.

A child from the Yanomamo tribe who lived in the rain forest knelt over the sleeping man. He murmured in his ear: "Senhor, when you awake, please look upon us all with new eyes."

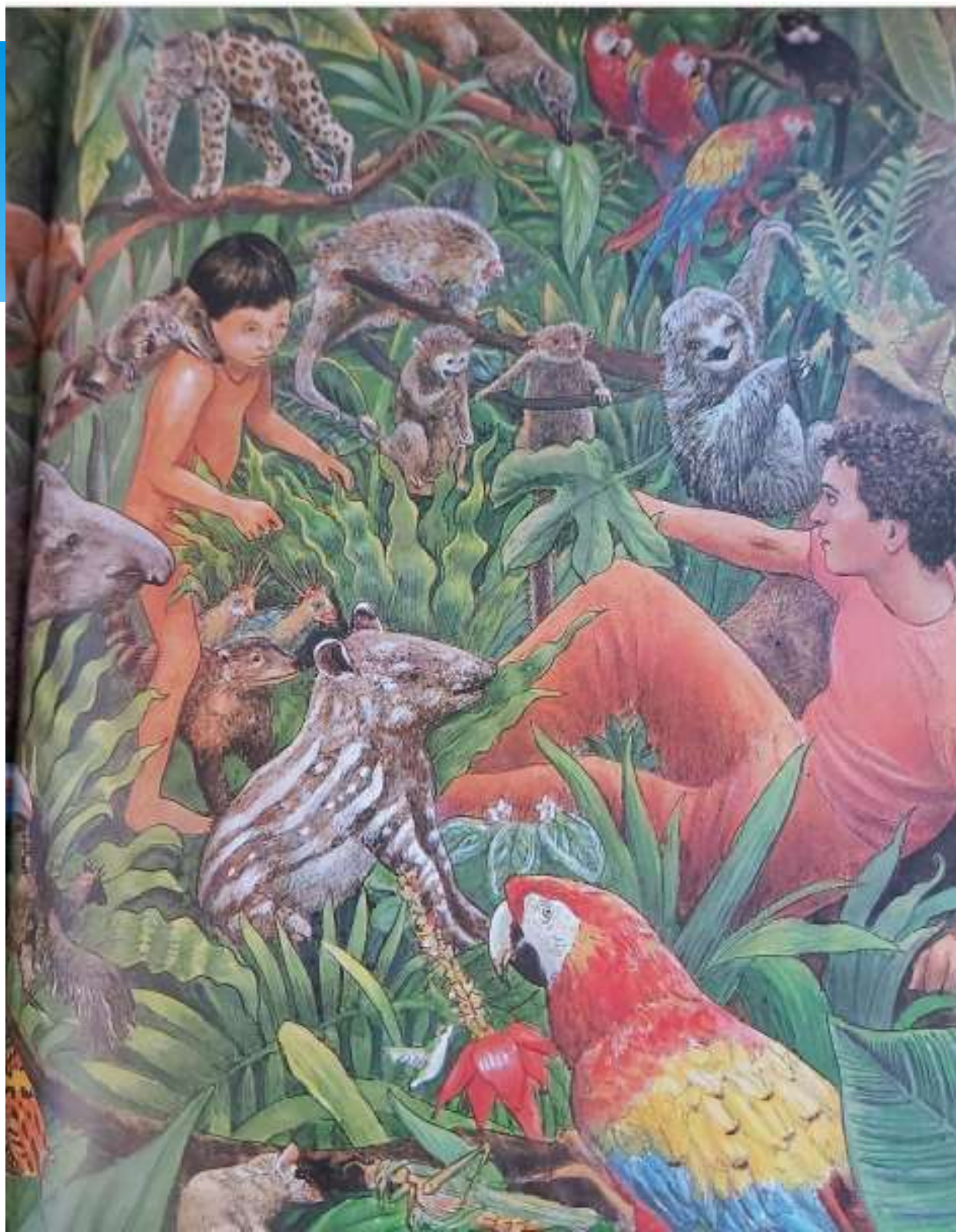


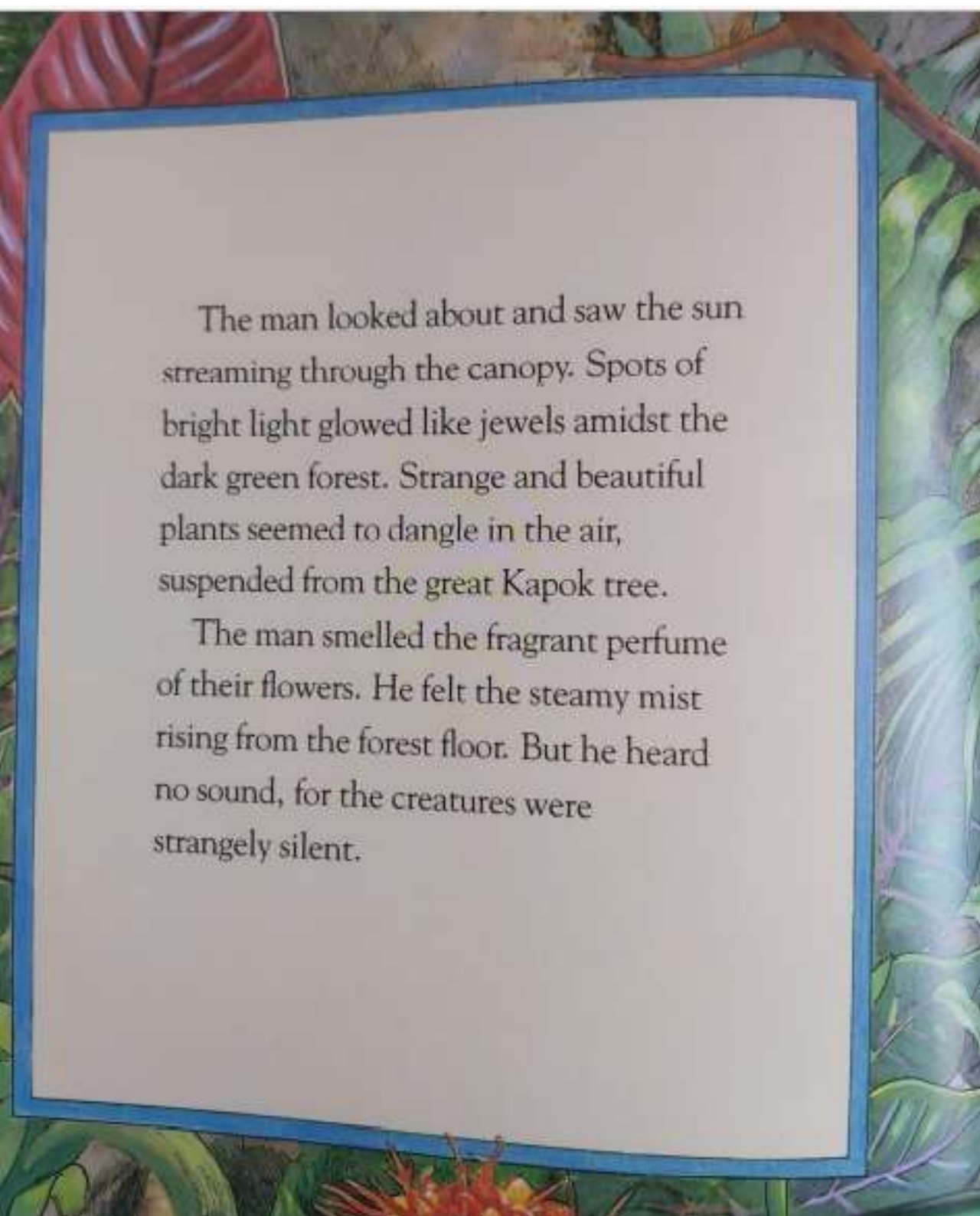




The man awoke with a start. Before him stood the rain forest child, and all around him, staring, were the creatures who depended upon the great Kapok tree. What wondrous and rare animals they were!



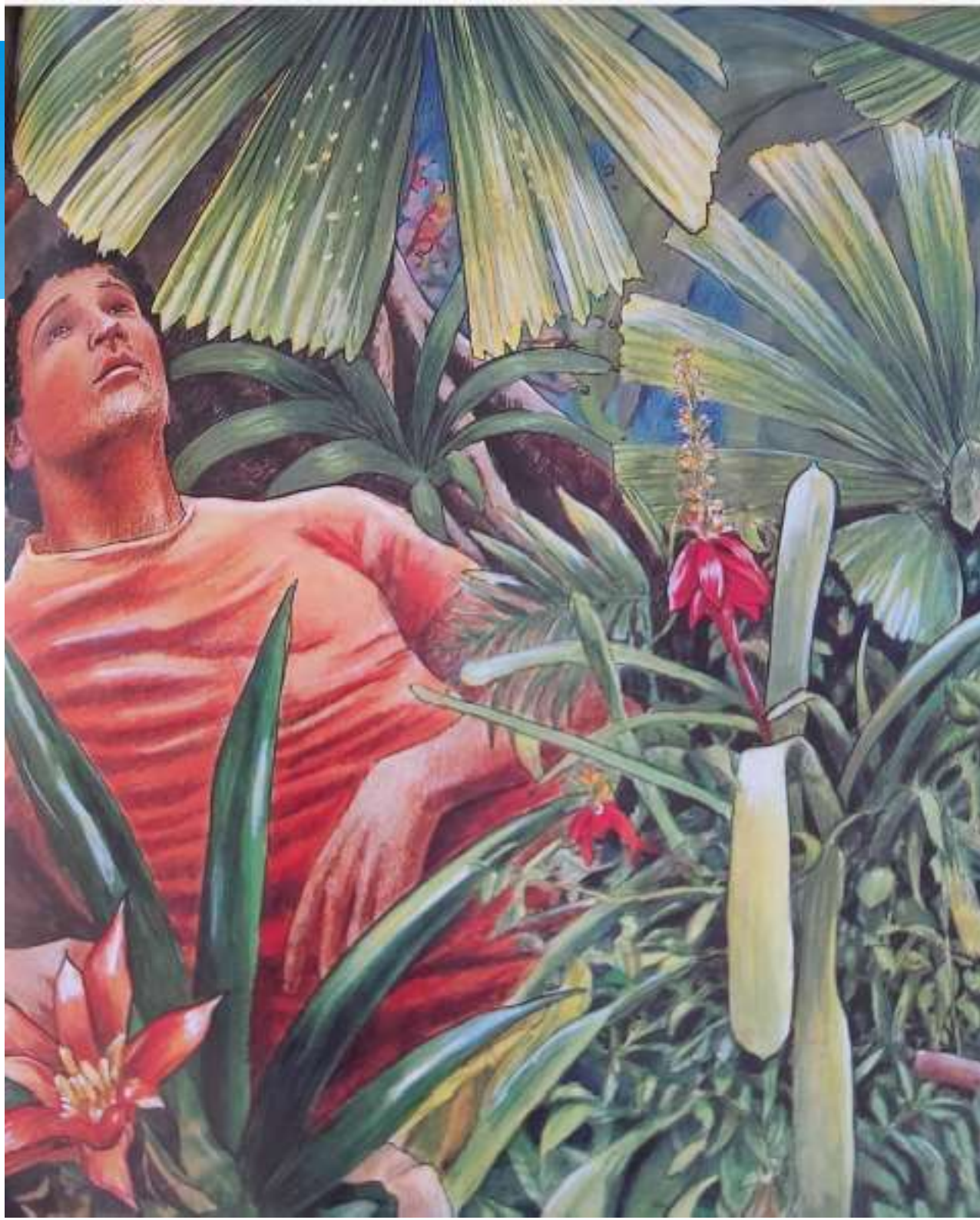


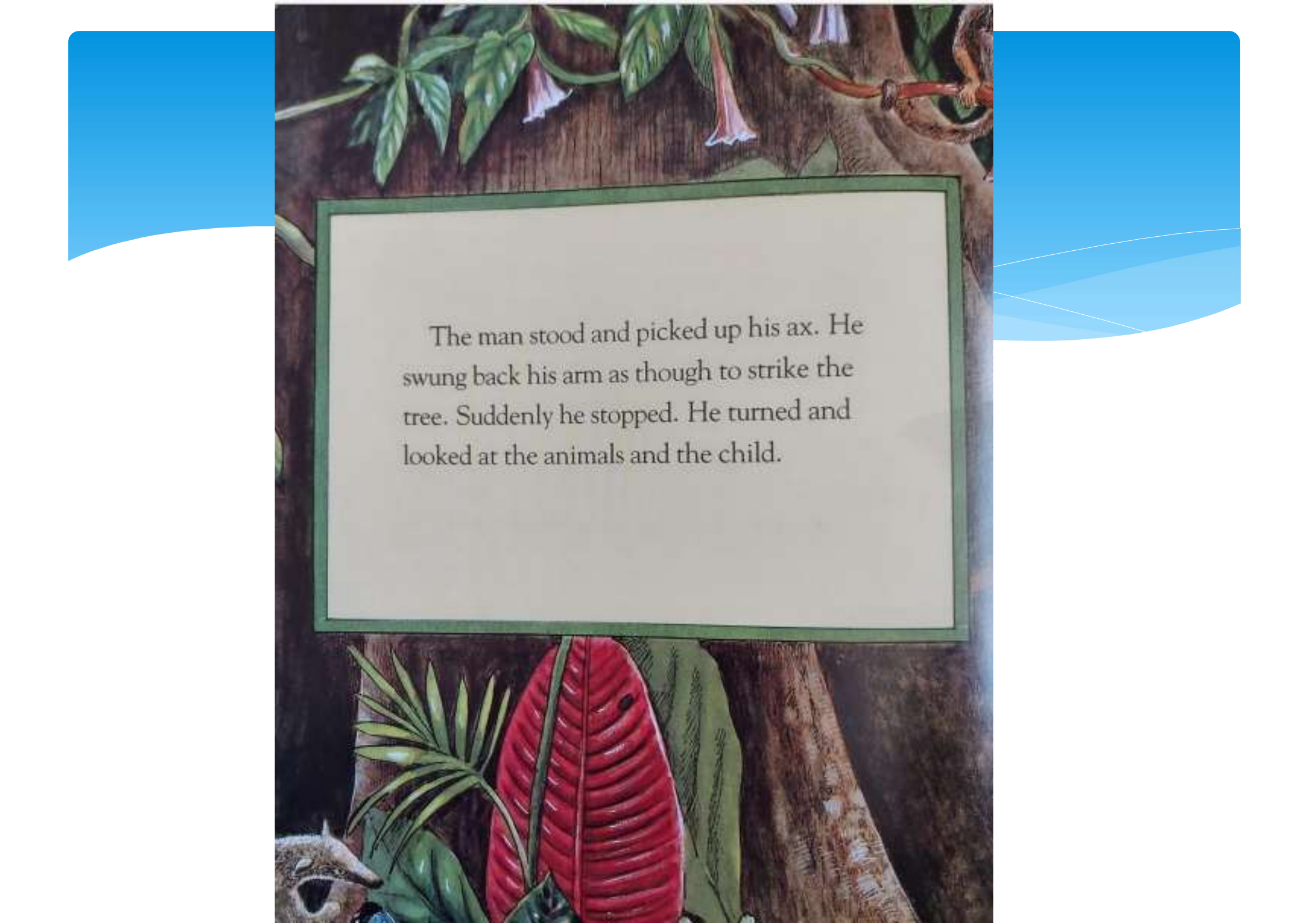


The man looked about and saw the sun streaming through the canopy. Spots of bright light glowed like jewels amidst the dark green forest. Strange and beautiful plants seemed to dangle in the air, suspended from the great Kapok tree.

The man smelled the fragrant perfume of their flowers. He felt the steamy mist rising from the forest floor. But he heard no sound, for the creatures were strangely silent.

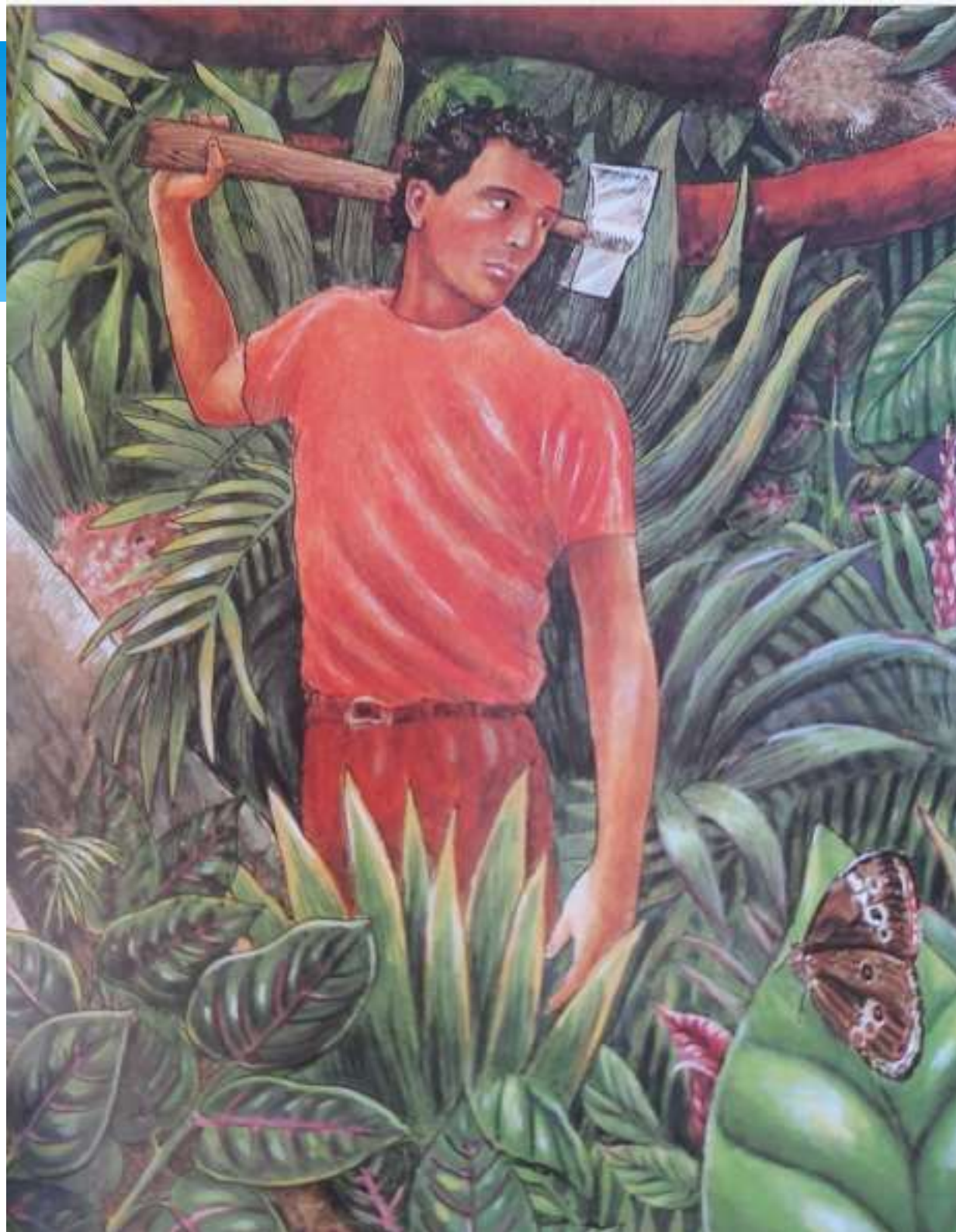




The background of the page is a detailed illustration of a jungle. At the top, there are green leaves and pink, trumpet-shaped flowers. A tree trunk is visible on the right side. In the bottom left corner, there is a small, brown, furry animal, possibly a squirrel or a chipmunk, looking towards the right. A large, vibrant red leaf with prominent veins is in the bottom center. The text is centered within a white rectangular box with a green border.

The man stood and picked up his ax. He swung back his arm as though to strike the tree. Suddenly he stopped. He turned and looked at the animals and the child.





He hesitated. Then he dropped the ax  
and walked out of the rain forest.





# The Great Kapok Tree

\* Tell me:

Likes?

Dislikes?

Patterns?

Puzzles?

The story discusses humans coming into the forest and is fiction.

Here is a historical story about a particular human who travelled from England to South America.

He had an impact on the places he visited.

As you read the historical recount, think about what the people and animals might have encountered when he arrived with his boats.






# Francis Drake and the Voyage of The Golden Hind

During the reign of Queen Elizabeth I, many important voyages of discovery were made by sailors in search of new routes, new lands to conquer and treasure to plunder. One of these voyages was made by an English sailor, Francis Drake, in his ship The Golden Hind.

On 13 December 1577 Francis Drake set out from England with five ships. He sailed across the Atlantic Ocean until he reached the coast of South America. The voyage was full of danger and some of the ships were not strong enough, so after some months Drake abandoned two of the ships and continued with just three.

Drake's own ship was originally called The Pelican, but on the voyage he decided to rename it The Golden Hind.

Nearly a year after leaving England, Drake found a way to reach the Pacific Ocean, through a passage called the Straits of Magellan. Unfortunately, when they reached the Pacific Ocean the ships found themselves in great danger from a terrible storm. The seas were so fierce that one of the ships was destroyed.



After two months the storm came to an end and Drake was able to head northwards along the coast of South America. The ships were now passing through waters that were usually used by Spanish ships, but those ships did not normally meet any enemies there and so Drake was easily able to attack and capture the Spanish ships. Many of them were laden with treasure, which Drake happily seized.

At last Drake's voyage took him almost to the top of North America where he found a harbour in which he could carry out some repairs to The Golden Hind. Once the ship was ready again Drake sailed westwards across the Pacific and into the Indian Ocean. From there he could sail into the Atlantic and then head back to England.

He arrived home in September 1580. His voyage had lasted nearly three years and he was the first English sailor to lead a voyage that went right the way around the world.

# Tell me:

- \* Likes?
- \* Dislikes?
- \* Patterns?
- \* Puzzles?



# Look at your copy of the story.

- \* In pairs / groups, decide the main focus of each paragraph.
- \* Could you give them a subheading?

# Paragraphs

Introduction

The Journey Begins

Drake's Ship

A Terrible Storm

Capturing Treasure

The Journey Home

Conclusion

# Week 4 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise the features of a historical recount.
- \* I can develop my vocabulary.

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# What makes a historical recount?

- \* Think about how this text differs from a narrative like The Great Kapok Tree?

# Success criteria

- \* introduction which shows the subject of the recount and shows its place in history;
- \* events described in the order in which they happened;
- \* separate paragraph for each main idea;
- \* use of conjunctions to help readers follow the time sequence;
- \* formal style;
- \* past tense;
- \* conclusion.

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# Vocabulary

## Reign

\* VERB

1. hold royal office; rule as monarch





# Vocabulary

## Voyages

### \* NOUN

a long journey  
involving travel by sea  
or in space.

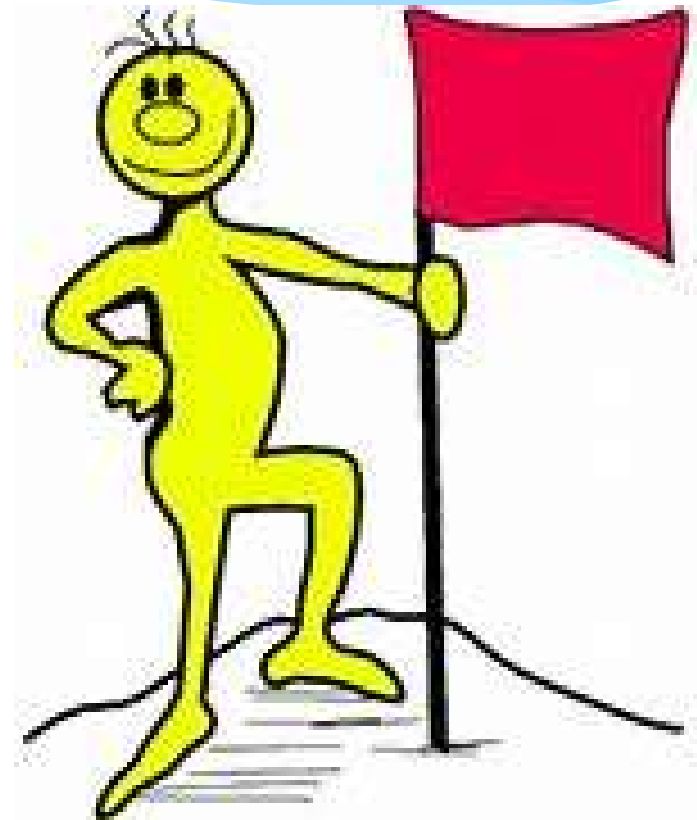


# Vocabulary

## Conquer

VERB

1. overcome and take control of (a place or people) by military force.



# Vocabulary

## Plunder

\* VERB

1. steal goods from (a place or person), typically using force and in a time of war or civil disorder.



# Vocabulary

## Abandoned

### ADJECTIVE

1. having been deserted or left.





# Vocabulary

Laden

\* ADJECTIVE

1. heavily loaded or weighed down.



# Vocabulary

Seized

VERB

- \* take hold of suddenly and forcibly.



# Vocabulary

## Harbour

\* NOUN

1. a place on the coast where ships may moor in shelter.



# Week 4 Wednesday

- \* Learning Outcome / Objective
- \* I can sequence events.



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# Francis Drake

- \* Another famous adventure of Francis Drakes, was The Spanish Armada.



# The Spanish Armada 1588



twinkl



# What Is an Armada?

'Armada' means a fleet of warships.

The famous Spanish Armada was sent to England by Philip II of Spain in 1588.

His 'armada' was made up of around 130 ships containing around 30 000 troops and 2500 guns.





# What Was the Reason for the Invasion?

At the end of the 1500s, Spain was a very powerful nation.

They were at odds with England for various reasons (mainly religious) and England had helped Spanish rebels attack Spain's treasure fleet.

Philip II of Spain was also very angry that the English Queen Elizabeth I had executed the catholic Mary Queen of Scots in 1587.



# The Plan

Philip II's plan was to:

1. gather an armada together of 130 ships;
2. sail to the Netherlands where the Spanish Army would be picked up;
3. invade England.





# The Series of Events in 1588

1. The Spanish ships leave Lisbon to pick up soldiers. However, they run into bad weather and have to return.



# The Series of Events in 1588

2. The Spanish fleet leave for the second time from Spain.





# The Series of Events in 1588

3. The Spanish are spotted as they pass Plymouth.



# The Series of Events in 1588

4. The English fleet, led by Sir Francis Drake, attack the Spanish in the English Channel but the Armada are in a crescent formation and no ammunition can get through, so Drake retreats.





# The Series of Events in 1588

5. The Spanish Armada anchor near Calais.



# The Series of Events in 1588

6. Drake takes the English fleet to Calais to attack the Spanish again, using fire ships to split the Spanish Fleet in what is known as the Battle of Gravelines – this time succeeding.





# The Series of Events in 1588

7. The Spanish ships are chased away from England via the North Sea towards Scotland.



# The Series of Events in 1588

8. When rounding Scotland and Ireland, the Spanish ships encounter bad weather and ships and men are lost.





# The Series of Events in 1588

9. A depleted armada returns to Spain.



# Fire Ships

When Francis Drake took the English fleet to attack the Spanish while they were anchored near Calais, he used what are known as fire ships. These were old ships that were set fire and sent to sail towards the enemy. This made the Spanish ships scatter and break their formation, making it easier for the English to attack the Spanish ships.





# The Result

England rejoiced at defeating the Spanish and Elizabeth I commissioned a painting to mark the occasion.

England also remained a protestant country (rather than catholic) with the monarch in charge (rather than the Pope).

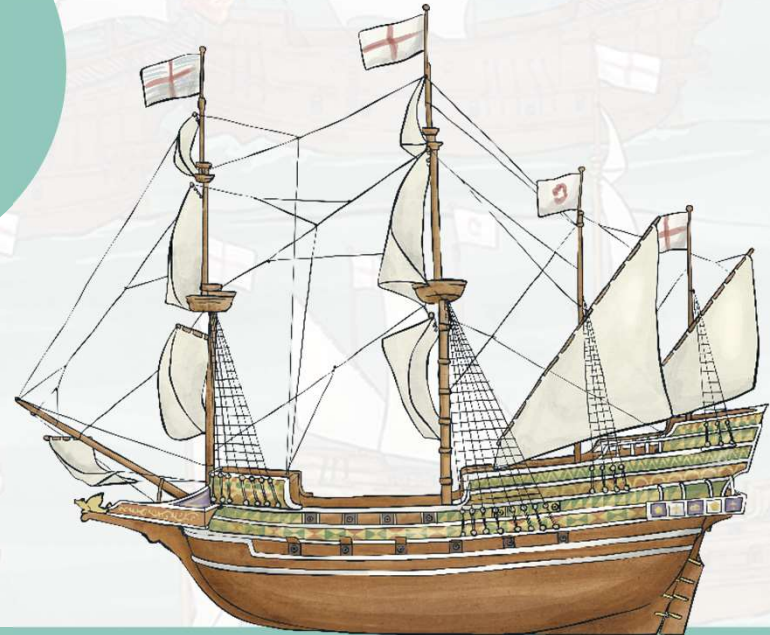
Britain also became a force to be reckoned with when it came to naval warfare, while Spain's superpower status waned.





# Further Work

Watch a short summary video here:



Why not make your own summary video using actors (yourselves), animation or toy figures?



**Use the cards to sequence the events from this historical recount.**

**Do this in pairs / groups and verbally retell the events once ordered.**



# The Spanish Armada Timeline

Cut out the cards and put the events in chronological order to create your own timeline.



**The Spanish Armada are spotted by the English as it passes.**





**The Spanish Armada leaves Spain for the second time.**



**The Spanish Armada loses ships as it sails through storms around Scotland.**



**The Spanish Armada  
anchors near Calais.**



**English ships go to  
Calais and the Battle of  
Gravelines follows.**



**After bad weather, the Spanish turn back to Spain.**



**The Spanish Armada leaves Lisbon.**



**English fleet attacks the  
Armada in crescent formation  
in the English Channel.**



# Week 4 Thursday

- \* Learning Outcome / Objective
- \* I can recognise cohesive strategies.
- \* I can recognise fronted adverbials.

# Francis Drake and the Voyage of The Golden Hind

During the reign of Queen Elizabeth I, many important voyages of discovery were made by sailors in search of new routes, new lands to conquer and treasure to plunder. One of these voyages was made by an English sailor, Francis Drake, in his ship The Golden Hind.

On 13 December 1577 Francis Drake set out from England with five ships. He sailed across the Atlantic Ocean until he reached the coast of South America. The voyage was full of danger and some of the ships were not strong enough, so after some months Drake abandoned two of the ships and continued with just three.

Drake's own ship was originally called The Pelican, but on the voyage he decided to rename it The Golden Hind.

Nearly a year after leaving England, Drake found a way to reach the Pacific Ocean, through a passage called the Straits of Magellan. Unfortunately, when they reached the Pacific Ocean the ships found themselves in great danger from a terrible storm. The seas were so fierce that one of the ships was destroyed.

After two months the storm came to an end and Drake was able to head northwards along the coast of South America. The ships were now passing through waters that were usually used by Spanish ships, but those ships did not normally meet any enemies there and so Drake was easily able to attack and capture the Spanish ships. Many of them were laden with treasure, which Drake happily seized.

At last Drake's voyage took him almost to the top of North America where he found a harbour in which he could carry out some repairs to The Golden Hind. Once the ship was ready again Drake sailed westwards across the Pacific and into the Indian Ocean. From there he could sail into the Atlantic and then head back to England.

He arrived home in September 1580. His voyage had lasted nearly three years and he was the first English sailor to lead a voyage that went right the way around the world.

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# Fronted Adverbial Hunt

## What is an adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses.

## What is a fronted adverbial?

When an adverbial is used at the beginning of a sentence, they are often called 'fronted adverbials'.



# Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,

e.g. **Before sunrise**, Darius crept into the beast's cave.

the **frequency** (how often) something happens,

e.g. **Every so often**, Darius could hear the beast's ferocious snore.

the **place** something happens,

e.g. **At the back of the cave**, the terrifying creature began to stir.

the **manner** something happens,

e.g. **As quick as a flash**, Darius bounded behind a nearby rock.

the **possibility** (how likely) something will/has happen(ed),

e.g. **Almost certainly**, the deadly beast would find Darius.

Did you notice  
how the fronted  
adverbials were  
punctuated?

## Next Steps: Adding Commas

Every fronted adverbial word, phrase or clause needs to be followed by a comma to separate it from the main clause of the sentence. Where should the comma go in this fronted adverbial sentence?

Slowly and carefully , they released the juvenile badger back into the wild.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

On Tuesday, Class 12 are visiting  
The Imperial War Museum.

Does the fronted adverbial describe the time frequency, manner, place or possibility of the action in the main clause?

# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Without a doubt, Billy was going  
to finish the race in first place.

Does the fronted adverbial describe the time, frequency, manner, place  
or possibility of the action in the main clause?



## Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Out in the field, the horse and  
her new foal galloped.

Does the fronted adverbial describe the time, frequency, manner, place  
or possibility of the action in the main clause?

# Practise Your Skills

Now, it's your turn.

Invent a fronted adverbial to describe the time of the action in this main clause?

\_\_\_\_\_, the Spanish Armada  
retreated.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills

Now, it's your turn.

Invent a fronted adverbial to describe the time of the action in this main clause?

\_\_\_\_\_, Francis Drake looted the ships.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills

Now, it's your turn.

Invent a fronted adverbial to describe the time of the action in this main clause?

\_\_\_\_\_, the Queen  
demanded war.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?



# Practise Your Skills

Now, it's your turn.

Invent a fronted adverbial to describe the time of the action in this main clause?

\_\_\_\_\_, fire boats were sent towards the Spanish fleet.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Week 4 Friday

- \* Learning Outcome / Objective
- \* I can collaborate.
- \* I can share my ideas.

# Francis Drake and the Voyage of The Golden Hind

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He arrived home in September 1580. His voyage had lasted nearly three years and he was the first English sailor to lead a voyage that went right the way around the world.

# Shared write plan

- \* Let's work together to create a historical recount on about the Titanic.
- \* First let's get some facts about the boat.
- \* Make notes as we go through to help us plan our recount.



# 1908 -1909

Construction of the largest passenger steam ship in the world - Titanic, begins in Belfast, Ireland.

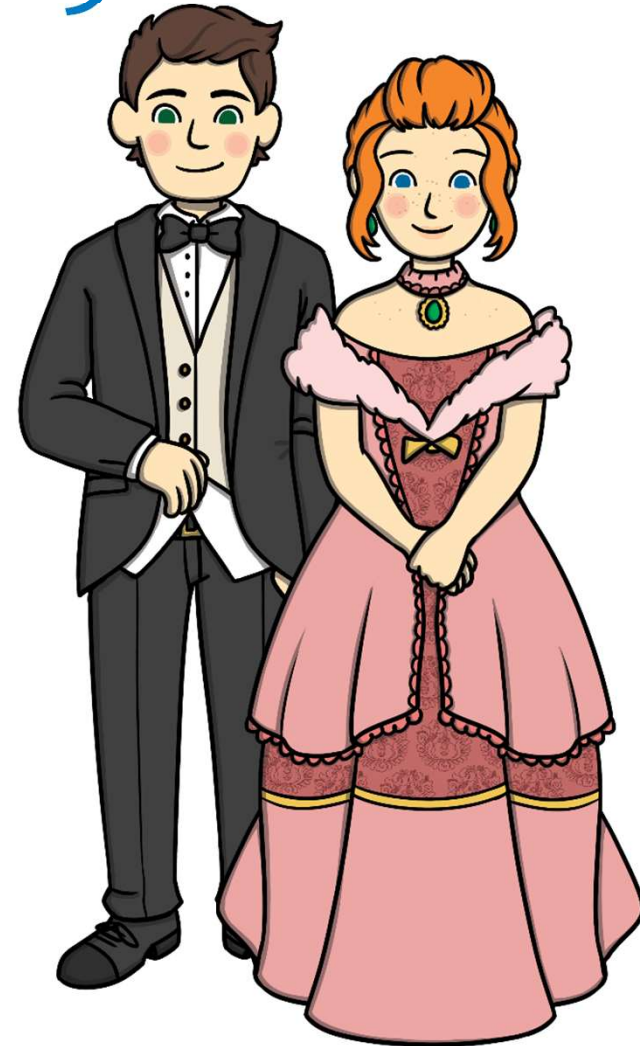


# April 10<sup>th</sup> 1912

11:30am

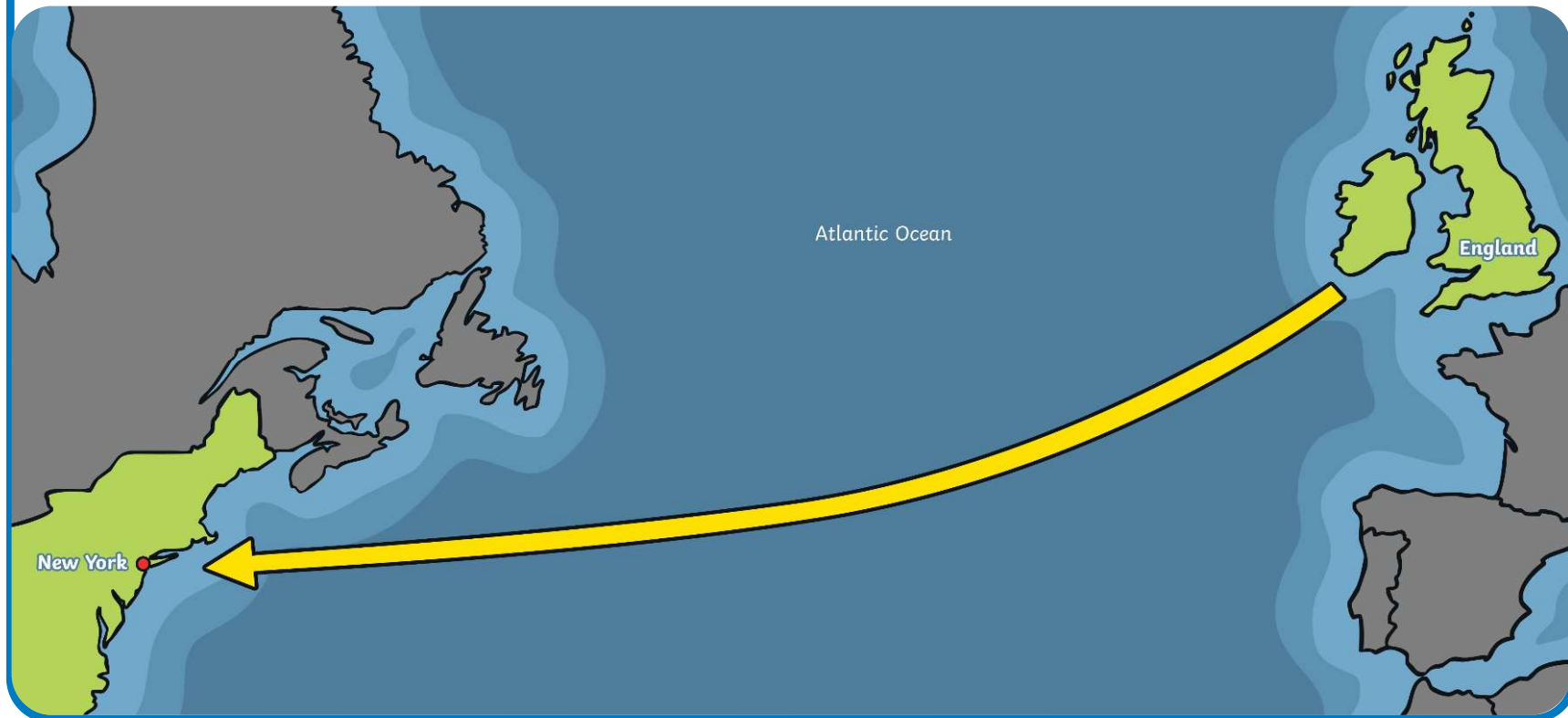
Passengers arrive in  
Southampton excited to  
board the ship.

The Titanic sets off on her  
maiden voyage at midday.



# April 12<sup>th</sup> – 13<sup>th</sup> 1912

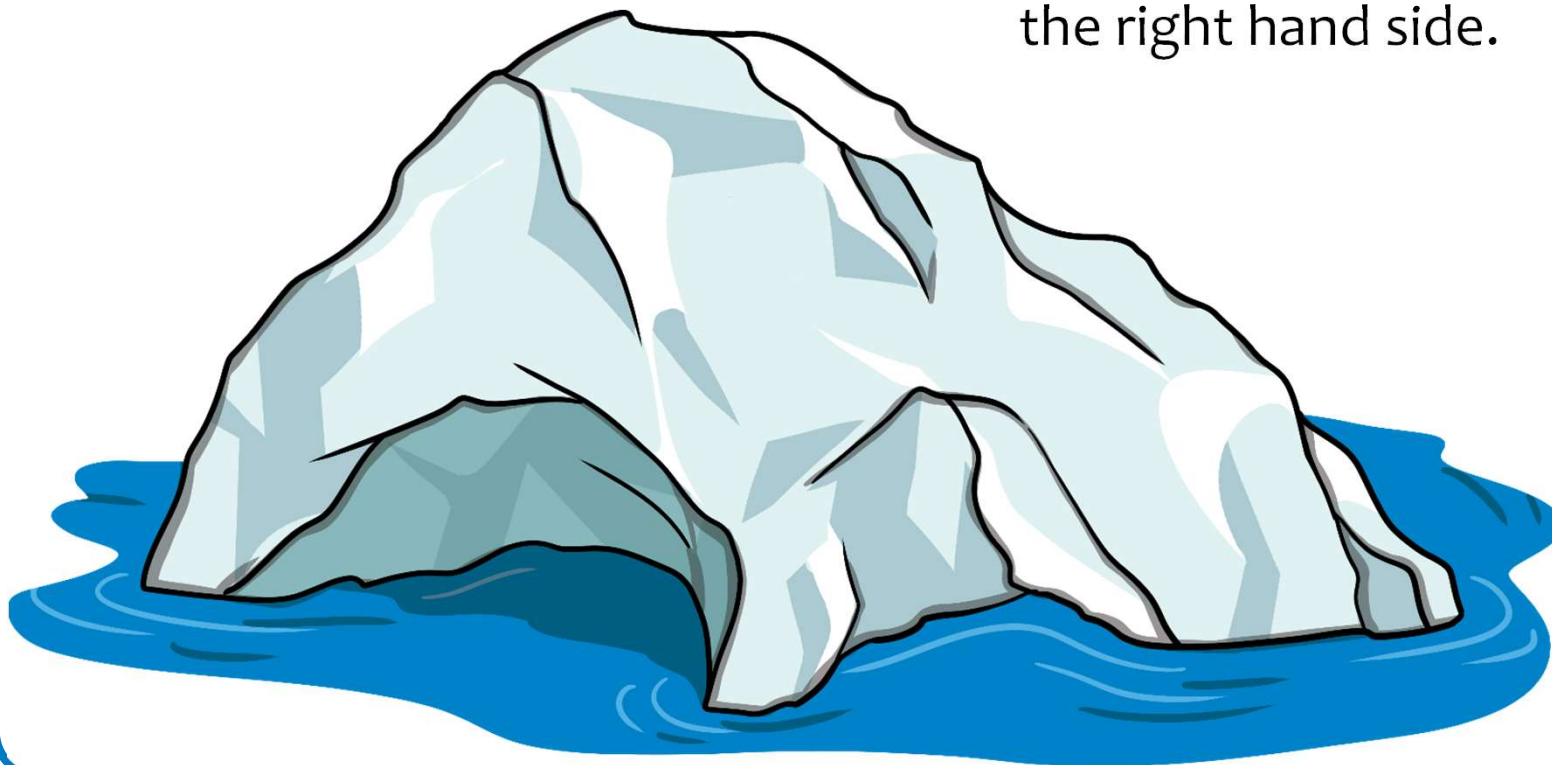
The Titanic sails through calm waters towards New York. It carries 2,223 people on board.



# April 14<sup>th</sup> 1912

11:40pm

The lookouts see an iceberg dead ahead. The Titanic tries to steer round it and is hit on the right hand side.

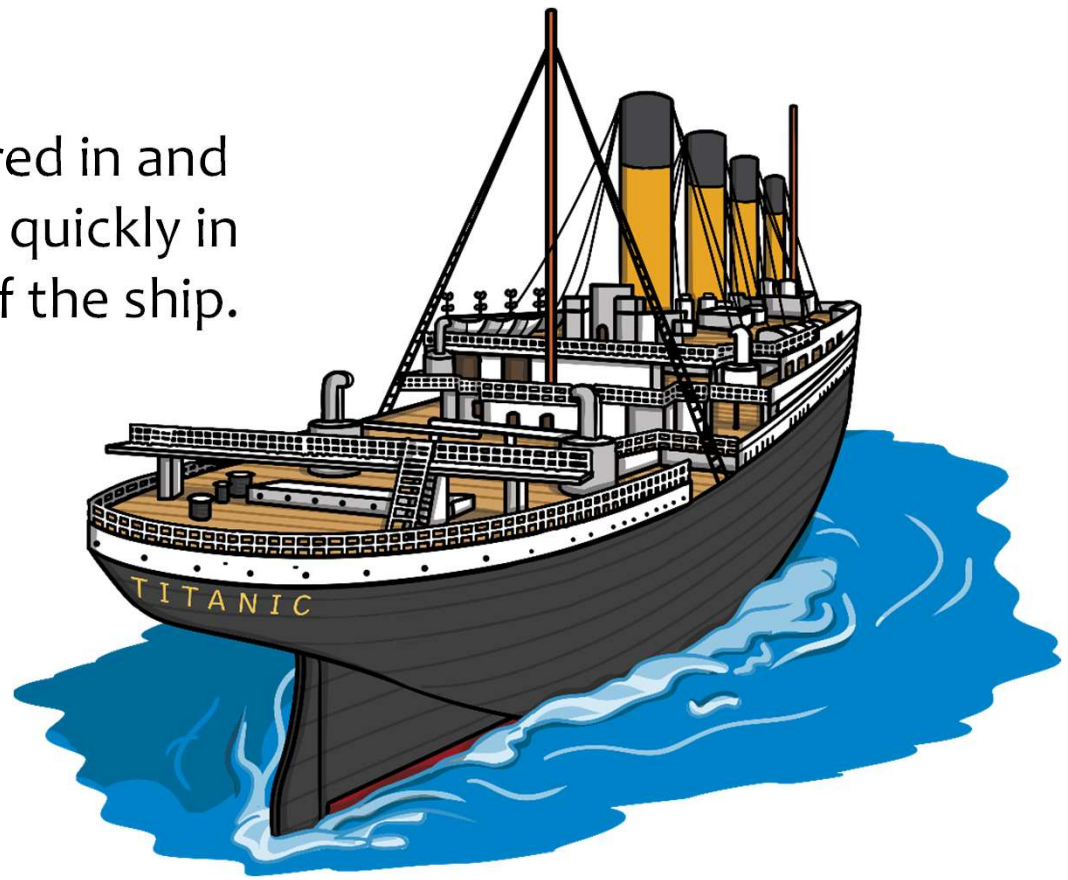




# April 14<sup>th</sup> 1912

11:50pm

Water has poured in and risen extremely quickly in the front part of the ship.



# April 15<sup>th</sup> 1912

12:00am

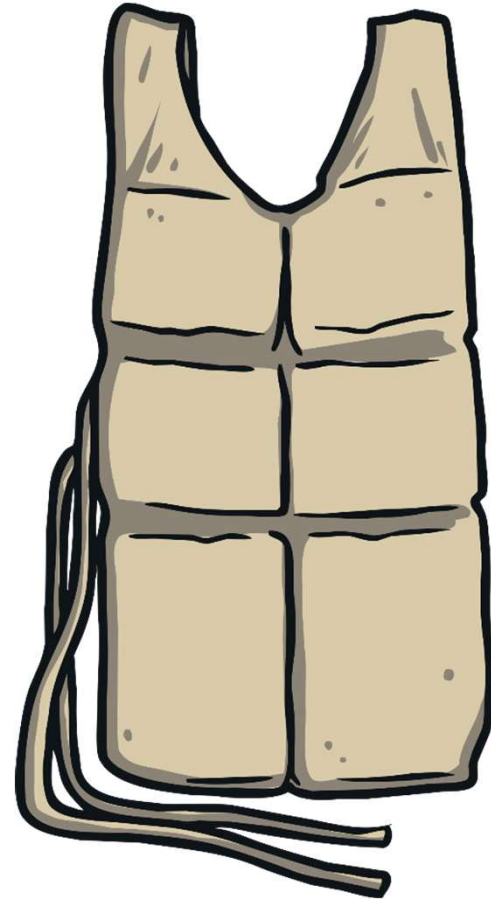
The captain is told the ship can only stay afloat for a couple of hours. He gives order to call for help over the radio.



# April 15<sup>th</sup> 1912

12:05am

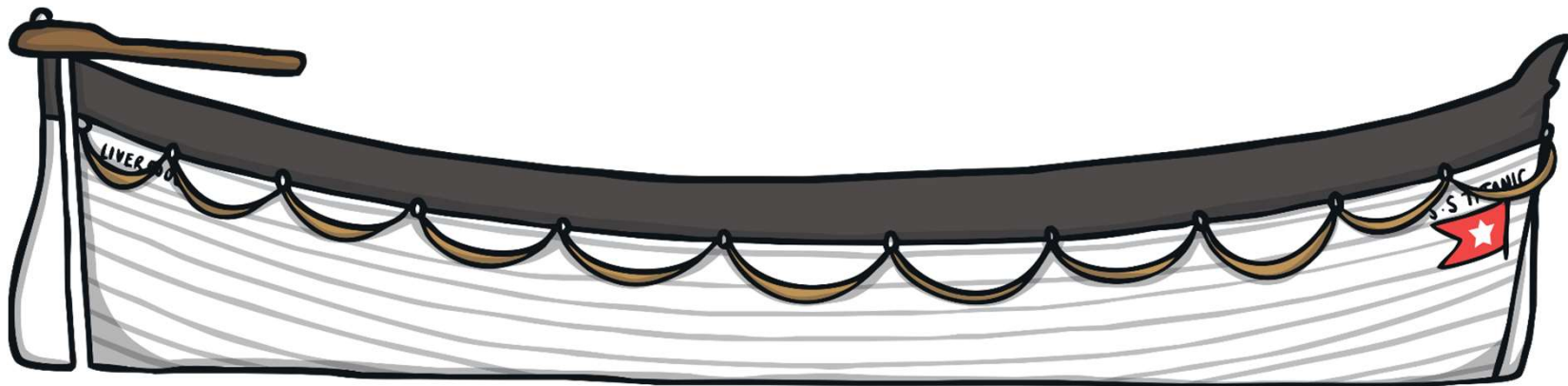
The lifeboats are uncovered and passengers and crew get ready on deck. There is only room for half of the people on board in the lifeboats.



# April 15<sup>th</sup> 1912

12:25am

Lifeboats are loaded with women and children first. Another ship, The Carpathia, picks up the distress call about 58 miles and sails as quickly as possible to help her.

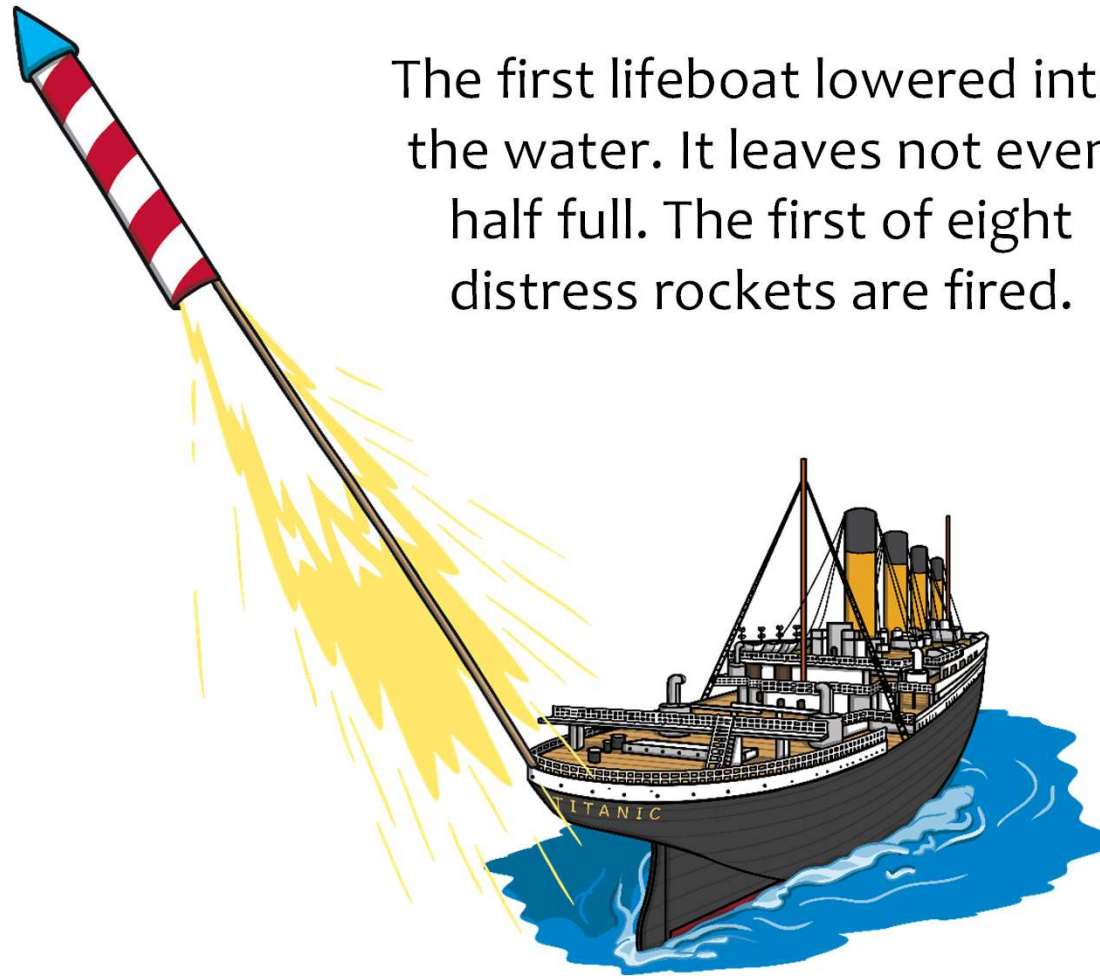




# April 15<sup>th</sup> 1912

12:45am

The first lifeboat lowered into the water. It leaves not even half full. The first of eight distress rockets are fired.

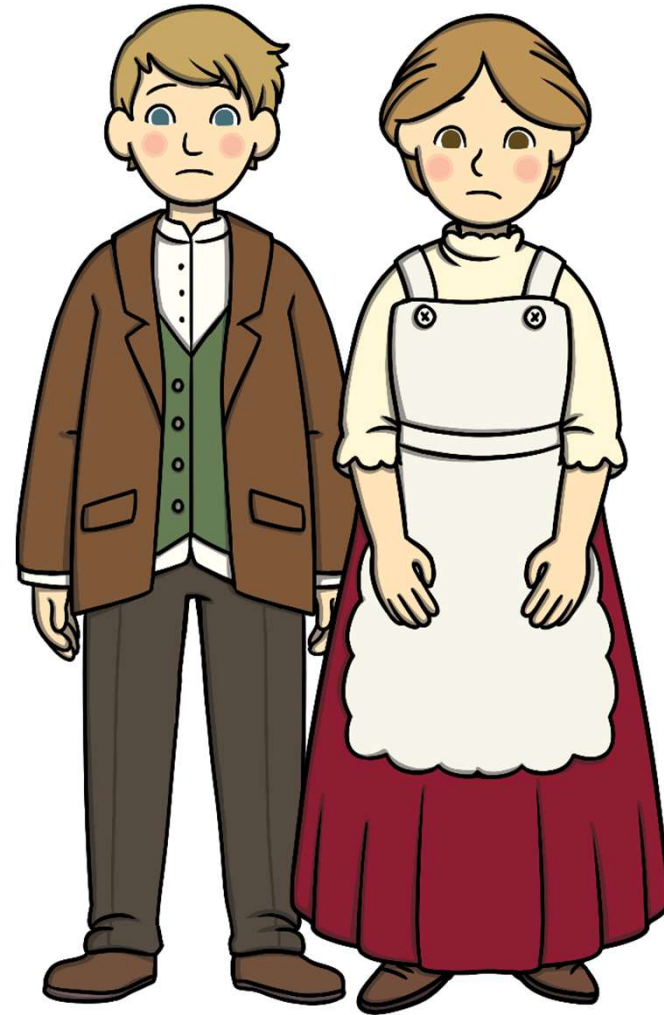


# April 15<sup>th</sup> 1912

2:05am

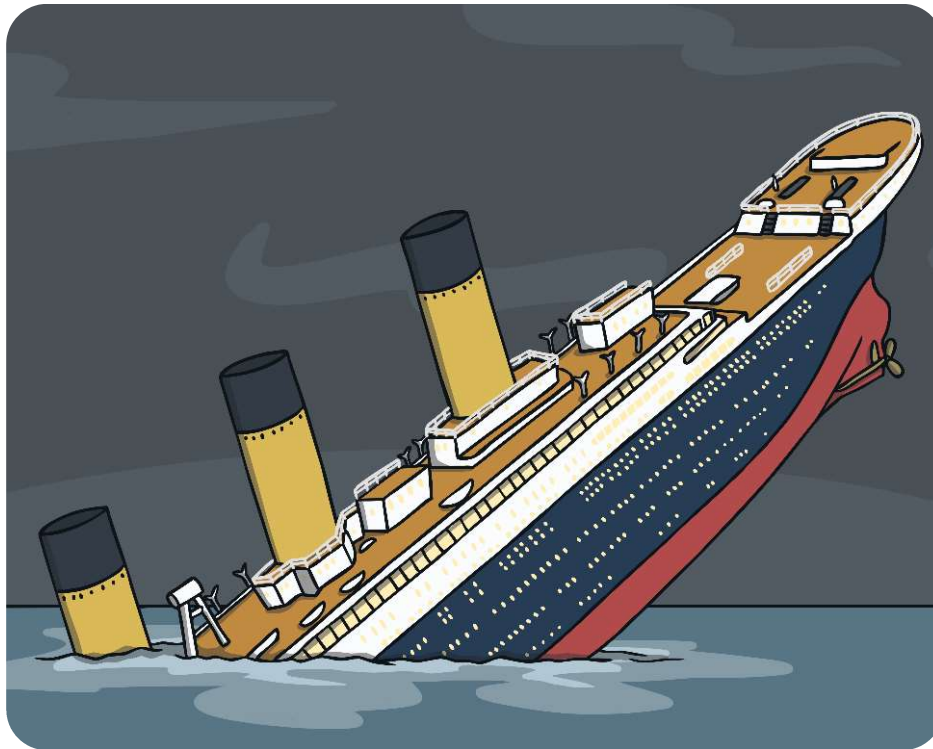
The last lifeboat is lowered  
in to the water.

Over 1,500 people remain  
stranded on the ship.  
Titanic's deck becomes  
steeper and the rear of the  
ship breaks off.



# April 15<sup>th</sup> 1912

2:20am



The remaining ship levels out for a few moments before slowly filling with more water. The water pulls the ship back high into the air before pulling it under. Remaining passengers are stranded in the icy waters. Most of them are unable to be saved.

# April 15<sup>th</sup> 1912

8:50am

The Carpathia finally travels away from any remaining wreckage and makes its way to New York.

She has managed to save only 705 passengers and crew.





# Success criteria

- \* introduction which shows the subject of the recount and shows its place in history;
- \* events described in the order in which they happened;
- \* separate paragraph for each main idea;
- \* use of conjunctions to help readers follow the time sequence;
- \* formal style;
- \* past tense;
- \* conclusion.

# Planning

Opening	Build-up	Problem	Resolution	Ending
Picture	Picture	Picture	Picture	Picture
Place event in history and overview of what happened	Ship built and passengers get on board Facts – number of passenger and journey distance	Iceberg hit, lifeboats, flares	Lifeboats full and ship sinks	Carpathia rescue Facts – how many survived

# Shared writing

During the years 1908 and 1909, the largest passenger ship was built. It cruised from England across the Atlantic where it hit an iceberg and sank. This has been recorded as one of the biggest tragedies in recent history.

On April 10<sup>th</sup> 1912, ...

# Week 5 Monday

- \* Learning Outcome / Objective
- \* I can collaborate.
- \* I can share my ideas.



# Francis Drake and the Voyage of The Golden Hind

During the reign of Queen Elizabeth I, many important voyages of discovery were made by sailors in search of new routes, new lands to conquer and treasure to plunder. One of these voyages was made by an English sailor, Francis Drake, in his ship The Golden Hind.

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He arrived home in September 1580. His voyage had lasted nearly three years and he was the first English sailor to lead a voyage that went right the way around the world.

# The Mary Rose

- \* Let's look at another historic event involving a ship that sank.
- \* There is not exact information for this event, so imagine what could have happened.
- \* Think about how we could plan this information as a historical recount.



# The Mary Rose

The Mary Rose was a warship from the Tudor period, thought to have been the favourite ship of King Henry VIII. It sank in 1545.

## Why Was It Built?

King Henry wanted to build a large naval fleet to defend England. By the end of his reign there were 58 ships. Although not the largest ship in the fleet, the Mary Rose became the flagship (the ship in a fleet which carries the commanding admiral).

## Why Did It Sink?

The Mary Rose was involved in battles against France and Scotland and sailed for a total of 34 years. In 1545, the Battle of the Solent took place between England and France. During the battle, the Mary Rose capsized with around 500 crew members on board. King Henry was watching from nearby Southsea Castle at the time. It is not known exactly why it sank but some historians believe it was caught by a strong gust of wind which tipped it too far over and allowed water to flood into its gunports. Other suggested reasons include being hit by a French cannonball or being overloaded with the weight of the crew and weapons.

## What Was It Like?

The exact dimensions are unknown but historians believe it could have:

- measured up to 45m in length
- weighed up to 600 tons
- had three decks
- had over 70 cannons on board

It had a refit in 1536. Extra gunports were added and the sides were strengthened.

## How Was the Shipwreck Found?

The shipwreck lay on the seabed for 437 years. Parts of the wreck were discovered in 1836 when fishermen kept getting their nets caught in a particular area and divers were sent to investigate but the wreckage was soon forgotten about. In 1971, the location of The Mary Rose was found again using sonar technology. It was not until 1982 that the Mary Rose was raised from the seabed and this was broadcast on live television with approximately 60 million viewers worldwide.



# What do you think happened?

## Timeline of The Mary Rose

**1510**

construction started

**1511**

launched

**1545**

capsized

**1836**

parts of wreck discovered

**1971**

found using sonar

**1882**

raised

**2013**

The Mary Rose Museum opened

Think about how you could frame this as a historical recount.

Opening  
Build up  
Problem  
Resolution  
Ending



# Week 5 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise cohesive devices used across sentences.
- \* I can recognise synonyms.

# Francis Drake and the Voyage of The Golden Hind

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# Repeated Nouns (thing, places, people)

- \* To help with readers understanding what has been written, the use of repeated nouns creates links between one idea and another. Below the word 'voyages' links the two sentences.

During the reign of Queen Elizabeth I, many **important voyages** of discovery were made by sailors in search of new routes, new lands to conquer and treasure to plunder. One of these **voyages** was made by an English sailor, Francis Drake, in his ship The Golden Hind.



# Pronouns (replaces a noun)

- \* Sometimes, using repeated nouns becomes boring and difficult to keep reading. To help, pronouns are used. Below, Francis Drake is used and then instead of repeated Francis Drake again, the pronoun 'he' is used. We know that 'he' is Francis Drake.

On 13 December 1577 **Francis Drake** set out from England with five ships. **He** sailed across the Atlantic Ocean until he reached the coast of South America.

# Synonyms

(words that mean the same thing)

- \* Synonyms are a really good way to connect ideas from one sentence to another without being too repetitive. Below, has the original word as **ship** and then uses the synonym **vessel** in the next sentence.

Originally, the **ship** was called The Pelican. During the voyage, the **vessel** was renamed to The Golden Hind.

# Week 5 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise cohesive devices.

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# Week 5 Thursday

- \* Learning Outcome / Objective

- \* I can...

Short Burst Writing

A chance to work on aspects children are finding tricky

# Week 5 Friday

- \* Learning Outcome / Objective
- \* I can use research skills.
- \* I can make notes and use bullet points to organise my ideas.

# Books / Internet

- \* Fact finding
- \* Think of your historical event that you would like to write as a historical recount.
- \* What do you already know?
- \* What do you want to know?

# Brainstorm



# Bullet Points

Find information from books or online and write your notes:

- \* Using bullet point
- \* Just key words needed
- \* Any order works
- \* Don't copy complete sentences
- \* Add facts

# Week 6 Monday

- \* Learning Outcome / Objective
- \* I can plan my historical recount.

# Success criteria

- \* introduction which shows the subject of the recount and shows its place in history;
- \* events described in the order in which they happened;
- \* separate paragraph for each main idea;
- \* use of conjunctions to help readers follow the time sequence;
- \* formal style;
- \* past tense;
- \* conclusion.

# Planning

Opening	Build-up	Problem	Resolution	Ending
Picture	Picture	Picture	Picture	Picture



# Week 6 Tuesday

- \* Learning Outcome / Objective
- \* I can write a historical recount.
- \* I can edit and improve my writing.

# Week 6 Wednesday

- \* Learning Outcome / Objective
- \* I can write a historical recount.
- \* I can edit and improve my writing.

# Week 6 Thursday

- \* Learning Outcome / Objective
- \* I can publish my work.

# Week 6 Friday

- \* Learning Outcome / Objective
- \* I can reflect on my learning.
- \* I can use my targets to understand my progress and attainment.
- \* I can recognise my next steps.



# The Great Kapok Tree

- \* What have you achieved?
- \* What have you enjoyed?
- \* What have been your strengths?
- \* What have you improved?
- \* What are you going to keep working on?

