



# Structures - Playgrounds



Essential Vocabulary	
Apparatus	Equipment designed for recreation and play, such as seesaws and swings.
Bench hook	A tool which hooks onto the edge of the workbench. It's used to hold woodwork still when sawing.
Dowel	Wood in the shape of a cylinder. Dowels come in all different sizes and thickness.
Modify	To change something to improve or fix it.
Prototype	A simple model that lets you test out your idea and how it will look and work.
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.
Vice	A piece of equipment used to hold an object still while you work on it.

Links to Prior Learning
<ul style="list-style-type: none"> <li>In year 5 we constructed bridges. We learnt about types of bridges and the effect weight has on its loading capacity.</li> <li>We learnt how to make trusses using various materials and tested these against our design brief.</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used.</li> <li>Considering effective and ineffective designs.</li> <li>Building a range of play apparatus structures drawing upon new and prior knowledge of structures.</li> <li>Measuring, marking and cutting wood to create a range of structures.</li> <li>Using a range of materials to reinforce and add decoration to structures.</li> <li>Improving a design plan based on peer evaluation.</li> <li>Testing and adapting a design to improve it as it is developed.</li> <li>Identifying what makes a successful structure.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>To know that structures can be strengthened by manipulating materials and shapes.</li> <li>To understand what a 'footprint plan' is.</li> <li>To understand that in the real world, design can impact users in positive and negative ways.</li> <li>To know that a prototype is a cheap model to test a design idea.</li> </ul>

Key Questions
Before sawing a piece of wood, what is essential before starting?
What is the name of the device that holds your wood securely?
How does a prototype improve your final product?
What type of dowel would be best suited for a zipline in a park and why?
What can you do to ensure that your playground is fit for purpose before finalizing?
What is a footprint plan and are they effective?



# Year 6- Textiles- Weaving, Caroline Gregson



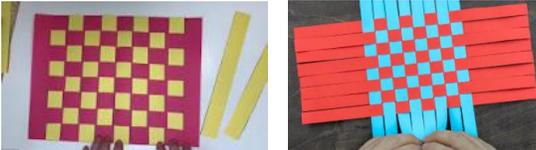
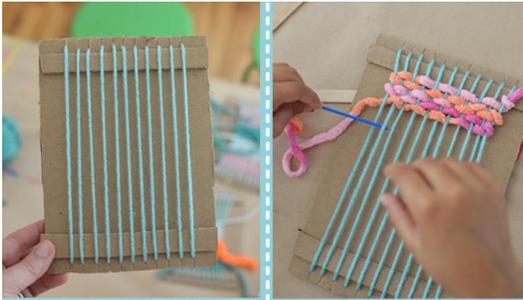
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Essential Vocabulary	
Weaving	The craft or action of forming fabric by interlacing threads
Willow	A tree or shrub of temperate climates which typically has narrow leaves
Sculpture	The art of making three-dimensional representative or abstract forms, especially by carving stone or wood.
Warp	On a loom, threads are first stretched lengthwise: this is called the warp.
Weft	At right angles to it, a shuttle coil moves back and forth, bringing in the cross wires: the weft.

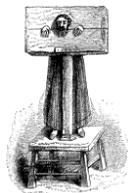
Key Knowledge
<ul style="list-style-type: none"> <li>Caroline Gregson is a willow sculptor.</li> <li>She is inspired by the natural world and makes willow sculptures representing the essence of animals, birds and other living forms.</li> <li>She loves to present movement and vitality in her work.</li> <li>Willow branches must be dried in order to remove the sap. After the strands have been dried, they should be soaked in order to make them more flexible.</li> <li>This may be confusing to a beginning weaver, as the first step involves drying the strands. The purpose in doing so is to remove the sap, while soaking the branches allows moisture to penetrate the wood, making it more flexible for willow weaving</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>Who is Caroline Gregson?</li> <li>What is a sculptor?</li> <li>How do you prepare the willow?</li> <li>Why should we use natural materials?</li> </ul>

Key skills
<p>Paper weaving</p> 
<p>Weaving with thread</p> 
<p>Willow weaving</p> 

Links to Prior Learning
<ul style="list-style-type: none"> <li>Year 3 textiles, Harriet Powers</li> <li>Year 2 textiles, weaving</li> </ul>

Essential Vocabulary	
Rehabilitation	Helping someone become better and make positive changes in their behaviour or life
Justice	Making things fair and right, especially when someone has been treated unfairly
Jury	A group of people who listen to the facts in a trial and decide if someone is guilty or innocent
Treason	When someone betrays their own country or government
Innocent	When someone didn't do something wrong or isn't guilty of a crime
Guilty	When someone did something wrong or is responsible for a crime
Transportation	a punishment where people were sent to another country as a way to be punished for their crimes
Execution	A very serious punishment where someone is put to death as a consequence for a serious crime



Key Knowledge
<ul style="list-style-type: none"> <li>Crimes can be detected, prevented and reprimanded.</li> <li>Crimes: theft, murder, treason, cybercrime, identity theft</li> <li>Punishments: trial by ordeal, mutilation, burning, Judas cradle, the brank, the rack, prison, death penalty, rehabilitation</li> <li>Detections: hue and cry</li> <li>Guy Fawkes wanted to kill King James I because he was angry with the king's policies towards Catholics and wanted to bring change.</li> <li>Piracy is when people steal things from ships or take control of them without permission, usually on the sea. It spread during the 16th and 17th centuries because there were conflicts between nations, limited law enforcement at sea, and opportunities for pirates to attack and plunder valuable ships.</li> <li>Robert Peel founder of modern policing and the Metropolitan Police Force in London</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>How are crimes and punishments categorised?</li> <li>How did communities deal with crimes between 1250 and 1500?</li> <li>What is treason?</li> <li>How did communities deal with crimes between 1500 and 1700?</li> <li>Why did Guy Fawkes want to kill King James I in 1605?</li> <li>Why did piracy spread during the 16<sup>th</sup> and 17<sup>th</sup> centuries?</li> <li>Why were people accused of witchcraft?</li> <li>Who was Robert Peel?</li> <li>How have modern day crimes developed since 1900's?</li> </ul>

Links to Prior Learning
<ul style="list-style-type: none"> <li>Chronology throughout all year groups</li> <li>Use of sources (historical interpretation)</li> </ul>

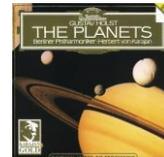
# The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Texture	The layers of sound working together to make music interesting to listen to.
Timbre	The sound quality of all instruments, including the voice.
Structure	Referring to how the piece of music is constructed with an introduction, verse, chorus and ending perhaps.
Notation	The link between sound and symbol.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is

Key Questions
Listening
<ul style="list-style-type: none"> <li>• What is the mood/feeling of pieces of the piece of music?</li> <li>• Who is the composer/writer?</li> <li>• Which genre is the piece of music?</li> </ul>
Singing
<ul style="list-style-type: none"> <li>• What are the key principles to warming up our voices?</li> <li>• Is your voice ready for singing? Why/why not?</li> </ul>
Perform (instrumental and vocal)
<ul style="list-style-type: none"> <li>• How can you engage with the audience to enhance the quality of your performance?</li> <li>• What were your reflections on the live/recorded performance?</li> </ul>

Links to Prior Learning
In Year 5 (Summer term), children learned to compose short pieces of music, structured with an opening, middle and repeated section. Children learned to record their ideas using graphic symbols and staff notations in some instances.

Key Knowledge
<ul style="list-style-type: none"> <li>• Recognising the difference between note values such as semibreves, minims, crotchets, rests and paired quavers.</li> <li>• Read pitch notation within an octave, thus playing a 4 bar phrase from notation and confidently identifying note names and durations.</li> </ul>

Wider Opportunities	
Listening suggestions for this term	
	Adagio by Samuel Barber
	The Planets by Gustav Holst
	Stille Nacht by Franz Xaver Gruber
Music groups in our local area	
<ul style="list-style-type: none"> <li>• Trafford Music Service (choirs and instrument lessons)</li> <li>• Sale Youth Choir</li> <li>• One Education Music Centre</li> <li>• Greater Manchester Music Hub</li> </ul>	

# Athletics



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Essential Vocabulary	
sustain	keep or maintain in unaltered condition
pull technique	Pull back the non-throwing arm as the throwing arm comes through.
middle distance	track races longer than sprints, up to 3000 metres
pace	pace measures how fast you are running per kilometre or mile
efficiency	the better your running efficiency, the less energy you use with every step.

Links to Prior Learning
<ul style="list-style-type: none"> <li>• From Year 5</li> <li>• How to control my running over middle distance.</li> <li>• To get sideways on when throwing.</li> <li>• How to hurdle efficiently</li> </ul>



Key Knowledge
<ul style="list-style-type: none"> <li>• How to control my running over middle distance</li> <li>• To get sideways on when throwing.</li> <li>• How to throw safely as part of a group</li> <li>• How to generate power from the thighs when throwing</li> <li>• How to hurdle efficiently</li> <li>• How to position myself to receive a baton</li> </ul>

Key Skills
<p>Change pace and run at different tempos</p> <p>Sustain my pace over longer distances</p> <p>Throw with accuracy and power using the pull technique</p> <p>Throw with greater force and over longer distances</p> <p>Throw after a run up</p> <p>The technique – same, different, both for triple jump</p> <p>Perform the correct techniques for triple jump, high jump and standing vertical jump.</p> <p>Measure accurately my performance at standing vertical jumping.</p> <p>Combine sprinting with hurdling</p> <p>Transfer a relay baton efficiently as part of a team</p>

Key Questions
<ul style="list-style-type: none"> <li>• What techniques can I use to sustain running performance over time?</li> <li>• How can I challenge myself further to improve?</li> <li>• What warm – ups can I use to improve performance?</li> <li>• How can I work well with others during various different activities?</li> <li>• How can I improve the accuracy and power of my throws?</li> </ul>

Year 6 – Autumn 2 - P.E



# EVOLUTION AND INHERITANCE

## Links to Prior Learning

- Identify that most living things live in habitats to which they are suited (Year 2 Living Things and their Habitats)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)
- Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)

## Enquiry Skills – Science Disciplines

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Identifying scientific evidence that has been used to support or refute ideas or arguments
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Using test results to make predictions to set up further comparative and fair tests

## Key Knowledge

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## Essential Vocabulary

Evolution

Evolution is a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics.

Inheritance

Inheritance is when characteristics are passed on from generation to the next.

Palaeontologists

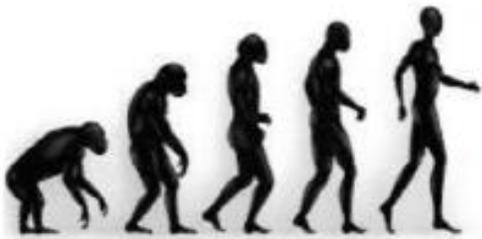
Scientists who specialises in the study of life forms that existed in previous geologic periods (Charles Darwin, Mary Anning).

Adaptation

Adaptations are special features that plants and animals develop to suit the place where they live.

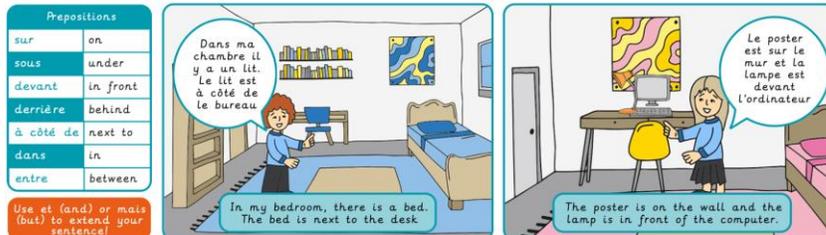
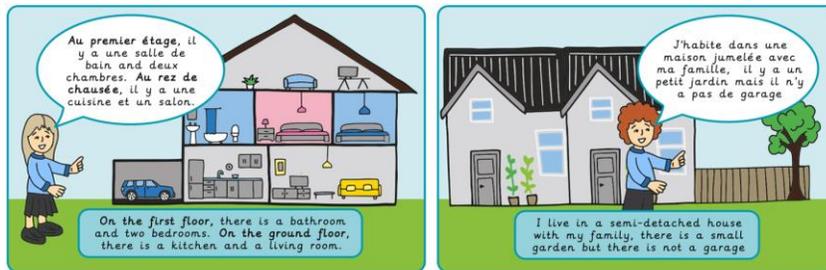
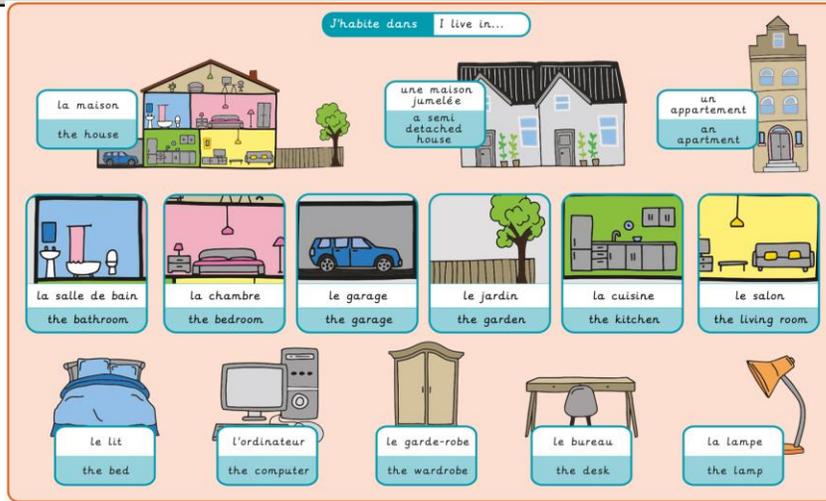
## Key Questions

- What is evolution?
- What is inheritance?
- How do we know evolution has happened?
- How do animals adapt to their habitat/environments?





### Essential Vocabulary



Use et (and) or mais (but) to extend your sentences!

### Key Questions

- How do you describe houses in French?
- Can you write a description of a house in French?
- Can you use prepositions to describe the position of something in the house?
- Can you write a letter to describe your house?

### Key Skills

- Predict spelling patterns.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Using further contextual clues and cues
- Planning, asking and answering extended questions.
- Engaging in conversation and transactional language.
- Planning and giving a short oral presentation.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Constructing a short text on a familiar topic.
- Using a wide range of descriptive phrases.

### Key Knowledge

- To know a range of ways to ask questions in French using statements and voice inflexion
- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
- To know that partitive articles describe where something is placed.
- To know a range of prepositions to describe the position of objects.

# PSHE/RSE Knowledge Organiser Year 2 Autumn Term

## How can we keep healthy as we grow?



### Essential Vocabulary

illegal	illegal is something that is against the law
peer pressure	Peer pressure is when your friends or people your age try to make you do things you don't want to do – "everyone's going it!"
addiction	when someone really, really likes something or wants something a lot, and they can't stop doing it or using it even when it's not good for them
lifestyle	Lifestyle is the way you live your life every day. It's about the things you do, the places you go, and the people you spend time with

### Links to Prior Learning.

- What helps us stay healthy? (Year 1)
- What helps us to grow and stay healthy? (Year 2)
- What helps us stay safe? (Year 2 and 3)
- How can drugs common to everyday life affect life? (Year 5)

### Key Knowledge

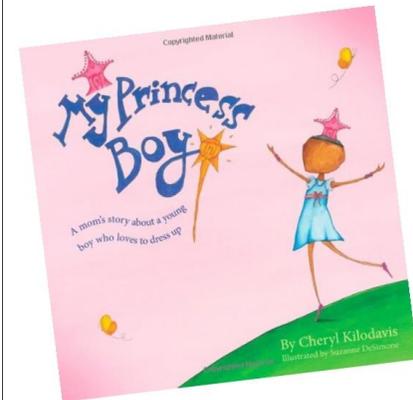
- know how mental and physical health are linked
- learn how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- know how to make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal, how to stay physically active and how to maintain good dental health, including oral hygiene, food and drink choices
- know how to benefit from and stay safe in the sun
- know how and why to balance time spent online with other activities
- know how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
- know how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- know how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can happen at any time and build up if they are not recognised, managed, or if help is not sought early on
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

### Key Questions

- What is physical health and mental health and how are they linked?
- How does belonging to a group help my mental health?
- What is a healthy, balanced lifestyle?
- Why is sleep important?
- How do we stay safe in the sun?
- Who do I ask for help with my mental health?

### RSE No Outsiders

These No Outsiders books will provide opportunity to discuss racism and diversity.



Armin Greder  
THE ISLAND



# Christianity: Christmas: Incarnation of God becoming human.



Essential Vocabulary	
Incarnation	A person who embodies in the flesh a deity, spirit, or quality.
Salvation	Deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ.
Trinity	The unity of Father, Son, and Holy Spirit as three persons in one God
Reincarnation	A person or animal in whom a particular soul is believed to have been reborn.

Key Knowledge
<ul style="list-style-type: none"> <li>The incarnation is the Christian belief that God took human form by becoming Jesus. Incarnation literally means 'to take on flesh'. For Christians, the incarnation shows that Jesus was fully God and fully human. It is an essential part of belief in the Trinity, and in many ways it forms the basis of Christianity.</li> <li>After identifying the Word as the second person of the Trinity, John highlights the human nature of Jesus, emphasising that Jesus was God in human form. John states that, The Word became flesh and made his dwelling among us (John 1:14).</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Use religious and philosophical terminology and concepts to explain religious beliefs and values systems.</li> <li>Explain some of the challenges offered by a variety of religions and beliefs in the contemporary world.</li> <li>Interpret the significance and impact of different forms of religious and spiritual expression.</li> <li>Identify the influences on, and distinguish between, different viewpoints within religion and beliefs.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>What does incarnation mean?</li> <li>Is it important to believe that God became human?</li> <li>How does this link with Christmas?</li> <li>What are the three forms of God?</li> <li>What is the difference between reincarnation and incarnation?</li> </ul>

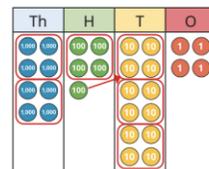
Links to Prior Learning
<ul style="list-style-type: none"> <li>Who is a Christian and what do they believe? Year 1</li> <li>What do different people believe about God? Year 3</li> <li>Why do some people believe God exists? (Christians and non-religious Humanists.) Year 4</li> </ul>

# Addition, Subtraction, Multiplication and Division - Number

Essential Vocabulary	
Total	Including everything added together
Addition	The action or process of adding something to something else
Subtraction	To take away from something else to decrease the size, number or amount
Column method	A mathematical method of calculation where the numbers to be added or subtracted are set out above one another in columns
Inverse	The opposite
Remainder	An amount left over after division
Short division	Formal method used when dividing by a one digit number
Long division	Formal method used to divide large numbers into smaller groups or parts
Order of operations	The rule that tells us which order we should solve an expression with multiple operations

Links to Prior Learning
<ul style="list-style-type: none"> <li>• Number bonds in Key Stage 1 and EYFS.</li> <li>• Adding and subtracting mentally in Year 2, 3, 4 &amp; 5</li> <li>• Estimate answers and check using the inverse in KS2</li> <li>• Solving problems and missing number problems in Year KS2</li> <li>• Formal methods of addition, subtraction, multiplication and division</li> </ul>

Our Small Steps of Learning	
Step 1	Add and subtract integers
Step 2	Common factors
Step 3	Common multiples
Step 4	Rules of divisibility
Step 5	Primes to 100
Step 6	Square and cube numbers
Step 7	Multiply up to a 4-digit number by a 2-digit number
Step 8	Solve problems with multiplication
Step 9	Short division
Step 10	Division using factors
Step 11	Introduction to long division
Step 12	Long division with remainders
Step 13	Solve problems with division
Step 14	Solve multi-step problems
Step 15	Order of operations
Step 16	Mental calculations and estimation
Step 17	Reason from known facts



		2	1	3	1
4	8	5	2	4	

Key Questions
<ul style="list-style-type: none"> <li>• What is important to remember when you begin to multiply by the tens digit?</li> <li>• What is the quickest way of multiplying whole numbers by 10/100/1,000?</li> <li>• What do you do with any remaining ones at the end of a division?</li> <li>• What numbers do you find it easy to divide by?</li> <li>• How can you use multiples to divide by a 2-digit number?</li> <li>• Is this step an addition, a subtraction, a multiplication or a division? How can you tell?</li> <li>• Why are estimates to the answers of calculations useful?</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Solve problems involving addition, &amp; subtraction, multiplication and division</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>• Identify common factors, common multiples and prime numbers</li> <li>• Multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication</li> <li>• Perform mental calculations, including with mixed operations and large numbers</li> <li>• Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Perform mental calculations, including with mixed operations and large numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul>

# Fractions - Number



Essential Vocabulary	
Equivalent	Equal in value, function or meaning
Numerator	The number above the line in the fraction. The numerator shows how many parts of the whole we have.
Denominator	The number below the line in the fraction. The denominator shows how many parts the whole has been split in to.
Simplify	Reducing to its simplest form
Simplest form	When the numerator and denominator have no common factors other than one
Common factor	Factors that are common to two or more numbers
Convert	To change a value from one form to another

## Our Small Steps of Learning

Step 1	Equivalent fractions and simplifying
Step 2	Equivalent fractions on a number line
Step 3	Compare and order (denominator)
Step 4	Compare and order (numerator)
Step 5	Add and subtract simple fractions
Step 6	Add and subtract any two fractions
Step 7	Add mixed numbers
Step 8	Subtract mixed numbers
Step 9	Multi-step problems
Step 1	Multiply fractions by integers
Step 2	Multiply fractions by fractions
Step 3	Divide a fraction by an integer
Step 4	Divide any fraction by an integer
Step 5	Mixed questions with fractions
Step 6	Fraction of an amount
Step 7	Fraction of an amount - find the whole

## Key Questions

- How do multiplication and division help us when finding fractions of an amount?
- Does it matter in which order you perform the calculations? Why/why not?
- How can you split a fraction into equal parts? What is each part of the fraction worth?
- How could you represent the fraction?
- How can you partition the mixed number?
- How do you convert a mixed number into an improper fraction?
- How do you know if your answer is in its simplest form?

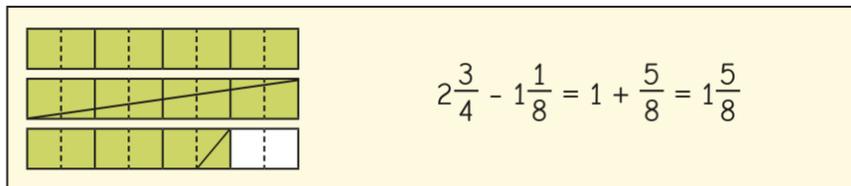
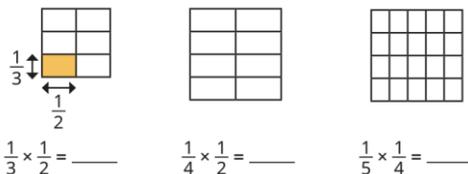
## Links to Prior Learning

- That a “whole” can be split into parts in EYFS
- Recognise common fractions in KS1.
- Compare and order unit fractions in Year 3.
- Work with tenths and hundredths in Year 4.
- Add, subtract and compare fractions in Year 5.
- Convert fractions in Year 5.

## Key Knowledge

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions  $> 1$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Identify common factors, common multiples and prime numbers
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents

Shade the diagrams to work out the multiplications.



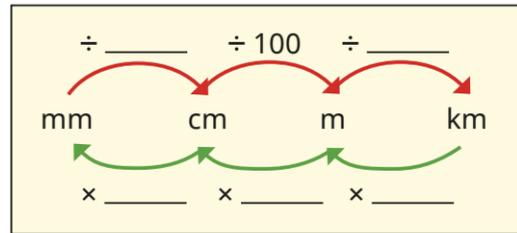
# Converting Units - Measurement



Essential Vocabulary	
Metric	A system used for measuring distance, length, volume, weight and temperature
Imperial	A system of measurement used in the United Kingdom and other Commonwealth countries.
Unit of Measurement	A quantity used as a standard of measurement
Pounds (lbs)	An imperial unit of measurement that indicates how much mass an object has or the amount of matter occupied by the object
Ounce (oz)	An imperial system of measurement that equals one-sixteenth of a pound
Capacity	The maximum amount that something can contain
Conversion	The process of changing the value of one form to another
Pints	A unit of volume and measurement that is equivalent to two cups of liquid or one-eighth of a gallon
Foot	An imperial unit to measure the length or distance
Yard	An imperial unit to measure the length or distance

Links to Prior Learning
• Begin to convert simple units of measure in Year 5.

Our Small Steps of Learning	
Step 1	Metric measures
Step 2	Convert metric measures
Step 3	Calculate with metric measures
Step 4	Miles and kilometres
Step 5	Imperial measures



millilitre	centimetre	mile	gram	litre
stone	inch	metre	millimetre	tonne
gallon	ounce	pound	foot	kilometre

	Length	Mass	Capacity
Metric			
Imperial			

Key Questions
<ul style="list-style-type: none"> <li>Which units could you use to measure length/mass/capacity?</li> <li>Why would you not use kilometres to measure the length of the classroom? What would you use?</li> <li>What is the same and what is different about kilometres and kilograms?</li> <li>Do you need to multiply or divide by 10/100/1,000? How do you know?</li> <li>Does it matter if the items in the question are measured in different units? Why?</li> <li>Which is further, one mile or one kilometre?</li> <li>What does the word "approximately" mean?</li> <li>What does the symbol "≈" mean?</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</li> <li>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</li> </ul>

# Report Writing- Information, explanation and persuasion hybrid text



Essential Vocabulary	
hybrid text	A single text that creatively weaves together narrative and informational text using a variety of design elements e.g. text boxes and small, embedded illustrations.
persuasive language	A type of language written to persuade the reader. This could be to buy something or believe something.
modal verbs	A modal verb is used alongside a main verb to express possibility, ability, permission or necessity.
parenthesis	A word or phrase inserted into a sentence to add explanation or an after thought, usually marked off by brackets (), dashes – or commas , ,
passive verbs	A verb that is used when the person or thing experiences the effect of an action, rather than the person or thing causing the effect. e.g. 'He was hit by the ball'
report	A form of writing that is organised around identifying and examining issues, events or findings that have happened in a physical sense.

Key Knowledge
<p>Our writing will be inspired by Martin Jenkins, 'Can we save tiger?', highlighting the ways human behaviour can either threaten or conserve the amazing animals that share our planet.</p> <p>We will explore the topic of preservation and the effect of human impact on animals. This information will then allow us to write an independent version of a booklet based on an amazing which will include information, explanation and persuasion.</p> <p>Additionally, we will use drama activities to help us create 'News Round' style reports on the issues raised. Additionally, we will use fictional stories, such as the Jungle Book to inspire our diary entries of Mowgli's first meeting with Shere Khan.</p>



Links to Prior Learning
<ul style="list-style-type: none"> <li>English – Persuasive writing (Yr 4), report writing (Yr 2, Yr 3), (Yr 4)</li> <li>Science – Animals Including Humans (throughout KS1 and KS2)</li> <li>No Outsiders Curriculum</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Apply persuasive language.</li> <li>Use passive verbs.</li> <li>Link ideas across paragraphs.</li> <li>using a wider range of cohesive devices.</li> <li>Use clear organisational features.</li> <li>Enhance meaning through selecting appropriate grammar and vocabulary.</li> <li>Use modal verbs and adverbs to indicate degrees of possibility</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>Why does the author use rhetorical questions throughout the text? How might this make the reader feel?</li> <li>What is the purpose of a report?</li> <li>What other creatures are identified as endangered?</li> <li>Is the text formal or informal?</li> <li>Who is the report aimed at?</li> <li>What did the text inspire you to do?</li> </ul>