

Key Areas of Learning:	Oak Academy Links	Around the home activities	Your Challenge
<b>Writing – Non-Chronological Report</b> <ul style="list-style-type: none"> <li>- Features of a non-chronological report</li> <li>- Curriculum Words</li> <li>- Colons/Semi-colons</li> <li>- Vocabulary</li> <li>- Hyphenated Words</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>- Retrieval</li> <li>- Summarise</li> </ul>	Non-Chronological Report (x4 lessons) <ul style="list-style-type: none"> <li>- <a href="https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-non-chronological-report-6cv3ar">https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-non-chronological-report-6cv3ar</a></li> <li>- <a href="https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d">https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d</a></li> <li>- <a href="https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t">https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t</a></li> <li>- <a href="https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-cmwk6d">https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-cmwk6d</a></li> </ul>	<ul style="list-style-type: none"> <li>- Go bird watching in your garden, how many different species of birds can you identify? Perhaps use the internet to help you</li> <li>- Do you have a pet? Write an instructional guide to tell someone how to take care of your pet</li> <li>- Use the outdoor environment to create a den, perfect for keeping shelter in different weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>- Using the animal you have created, create a scientific report which could be used on a website.</li> </ul>
Key Questions			
What is a non-chronological report? What does non-chronological mean?			

Suggested Learning Activities	Resources	Desired Outcome
The first five sessions should be taken straight from the Oak Academy Trust website sessions on the teaching of Non-Chronological Reports. See the links above or to the side. The four sessions should last no longer than 30 minutes including watching the video. The activities include the following: <ul style="list-style-type: none"> <li>- <b>Session 1</b> – Features of a non-chronological report</li> <li>- <b>Session 2</b> – Practise curriculum words</li> <li>- <b>Session 3</b> – Use of the colon</li> <li>- <b>Session 4</b> – Vocabulary associated with eating</li> </ul>	<ul style="list-style-type: none"> <li>- Pen &amp; Paper</li> <li>- <a href="https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-non-chronological-report-6cv3ar">https://classroom.thenational.academy/lessons/to-analyse-the-features-of-a-non-chronological-report-6cv3ar</a></li> <li>- <a href="https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d">https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d</a></li> <li>- <a href="https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t">https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t</a></li> <li>- <a href="https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-cmwk6d">https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-cmwk6d</a></li> </ul>	
The 5 sessions above will give the pupils the skills needed to complete their own non-chronological report on their own imagined animal. See activities below.		
<b>Immersion</b> – Create your own creature Today we are using our creative skills to design and create our own unique rainforest creature. Go on the following website <a href="https://switchzoo.com/map.html">https://switchzoo.com/map.html</a> and choose the animal you wish to start with; you can then adapt your animal's head, legs and tail to be different to make your own creature. This is the creature you will be writing your report on.	<ul style="list-style-type: none"> <li>- Pen &amp; Paper</li> <li>- <a href="https://switchzoo.com/map.html">https://switchzoo.com/map.html</a></li> </ul>	To create own creature.

Make sure you print out a photo of your animal so that you can annotate this in the following lesson. If you cannot print out your animal, draw it on a separate piece of paper (make sure it is the middle of a sheet of paper in preparation for your labels)

**Immersion** – Vocabulary  
 Today we are learning about how adaptations are beneficial to creatures and brainstorming appropriate vocabulary in which to describe them,

Using either your photo in the middle of a sheet of paper or your drawing, label this with the parts of the animal you create is made up of. Do some research into each part of the animal you have created – how are these adaptations good? What are they good for?

**Diet** – Make notes about what your animal will eat  
 What could your animal eat? Think carefully about this with the head you have chosen and how your animal will eat its food. Is your animal a carnivore, herbivore or omnivore? How do they eat their food?

**Habitat** – Make notes about where your animal lives  
 Where would your animal live? Forest? Underwater? Desert? Or somewhere else? Once you've picked your main habitat, what do they do in that habitat to make their shelter or den? Do they sleep during the day or night?

- Pen & Paper
  - Photo of own created animal
  - Internet for research if needed
- Examples of websites you could use for inspiration for your own animal:
- <https://www.bbc.co.uk/bitesize/clips/zxrm39>
  - <https://a-z-animals.com/reference/diet/>
  - <https://www.bbc.co.uk/bitesize/clips/z3txpv4>
  - <https://www.theschoolrun.com/what-is-a-habitat>
  - <https://www.bbc.co.uk/bitesize/clips/z3hxp4>
  - <https://www.bbc.co.uk/bitesize/clips/z2byk7>

To have a good understanding about the different characteristics of their created animal.

**Skill** – Colons and Semi-Colons  
 Today we are learning about colons and semi-colons including the difference between the two and when is best to use them.

Watch the video <https://www.youtube.com/watch?v=xHa5tWKkvd4&v=1=en-GB> which explains colons and semi-colons.

**Reminder:** use the reminder sheet in the resources section to remind you how and when you use colon, semi-colons and dashes, particularly between clauses

**Task**  
 Add colons or semi-colons into the correct place into the following sentences:

1. Most minibeasts have either 6, 8 or more legs some have none, such as the slug or snail
2. Because it lives in the sea, this species mainly eats smaller sea creatures including crabs, scallops, fish and turtles.
3. The Gaz-mon-opus-peacock is a highly adept creature, which is well suited to its habitat the depths of the sea.
4. Due to the low temperatures, these creatures move up and down from the seabed to have an increase in their own core temperatures however they are a warm-blooded creature, which would help.

Using these four sentences with the correct punctuation, can you create a small paragraph about the 'Gaz-mon-opus-peacock' – a newly discovered animal similar to yours.

<p><b>Semi-colons</b> can be used to link two closely related independent clauses instead of using a conjunction.</p>	<p>Sasha was excited to meet the queen; she hoped she'd be wearing her crown.</p> 	<p><b>Semi-colons</b> can also be used to separate items in a list, especially when the list contains commas.</p>	<p>I'd love to visit the following places: Paris, in France; Rome, in Italy; and Geneva, in Switzerland.</p> 
<p><b>Colons</b> can expand a sentence by linking independent clauses. They can introduce an idea that explains, expands or balances the information before the colon.</p>	<p>You often see dogs panting in the summer: it helps them to cool down.</p> 	<p><b>Colons</b> can also be used to introduce a list.</p>	<p>There are several hiding places in our classroom: behind the door, under the rug, in the cupboard and in the bin.</p> 
<p><b>Dashes</b> can also be used to separate or connect two independent clauses, but they are often used in less formal writing.</p>	<p>Sarah is a clever girl – she's often rather mean though.</p> 	<p>Two <b>dashes</b> can mark out extra information in sentences, similar to brackets.</p>	<p>Our new car – although it is second hand – is in really good condition.</p> 

To understand when to use colons or semi-colons.

To place colons and semi-colons within sentences.

**Challenge**

Which of the following sentences using the semi-colon correctly? Explain how you know.

Although it was very cold; Billy went out wearing only a t-shirt.

I love going to the shops; and spending lots of money.

**Skill – Hyphenated Words**

Today we are going to learn about hyphens. A hyphen looks like a dash but it is not one. Hyphens are used to join together related words whereas dashes are used for parenthesis.

Hyphens are used in words for a variety of reasons. Look at the reasons which are on the right side of the list, match them to the word which demonstrates that reasons.

one hundred and seventy-four	compound adjective
up-market	avoid awkward letter combination
painter-decorator	written number 21-99
tired-looking	clarify meaning
co-own	informal phrase
re-treat	joining nouns

**Task**

Using the table in the resources section, match the words together using a hyphen to create new words e.g. ice-cold

Extension: Then, choose three of these words and write three different sentences about the creature/animal you have created.

Axe	eating
Twenty	looking
Super	hot
Funny	three
Razor	reggae
Reggae	breath
X	coated
Lightning	sharp
Scary	quick
Treasure	hundred
Four	cold
Blazing	hunter
Red	hearted
Half	ray
Flat	strong
Man	smelling
Ice	wielding
Sugar	footed
Bad	bearded
Hairy	hot

To identify different reasons as to why we use hyphens in words.

To create a selection of hyphenated words.

**Plan**

Today we are going to plan our writing for our non-chronological report on your unique animal, which you created in the first lesson.

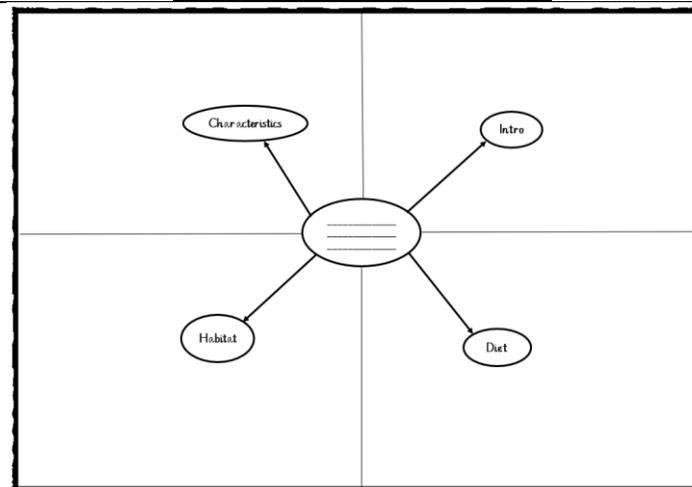
Using the planning format in the resources section, write at least four or five full sentences for each of your paragraphs:

- Intro – this is basic about how your creature was discovered
- Characteristics – the appearance of your creature
- Habitat – where your creature lives
- Diet – what your creature eats

**Remember** the more precise your sentences, the easier it is to write. You need to ensure you include examples of both skills (hyphenated words and colons/semi-colons).

**Challenge**

Try to include some of the other Y6 writing objectives to make your writing more interesting: parenthesis and relative clauses.



To plan a non-chronological report.

To use notes and research to develop ideas.

- Parenthesis – a word, phrase, or sentence that is inserted into writing as extra information using brackets, commas or dashes.
- Relative Clauses – Relative clauses add information to sentences by using a relative pronoun such as who, that or which

### Write

You are now ready to write.

Use your plan to write your non-chronological report about the animal you have created. Remember you need to write for specific impact towards the reader – you are writing to inform your reader about your created animal.

You should separate your writing into four paragraphs – like what is on your plan. This report is all about the animal you have created. Remember you need to include lots of detail as this is a new animal no-one has seen before. Be as specific as you can, you may wish to use photos of your animal, the habitat and what they eat.

In the resources section, you will find a teacher example of how this could be formed. Use this as a guide to write your own.

When you have finished writing, you need to re-read through your writing checking for errors in spelling and punctuation before reviewing these with a dictionary and Siri.

- Pen & Paper
- Dictionary
- iPad for Siri if possible
- Plan from previous session

### Teacher Example:

#### Gaz-mon-opus-peacock Characteristics

As a new species, these creatures are a scientific phenomenon no-one has never seen before. Scientists are referring to these creatures as hybrids (offspring of two or more species) because their characteristics are shared with a number of different animals. As a result of this, this special species can be classified into more than one animal kingdom.

The Gaz-mon-opus-peacock is a glorious species, which has Thomson gazelle horns situated upon its head. By the time the creature is fully grown, the horns can reach a length of 1 foot (12 inches) long. Looking at the horns, they are elongated, ridged and bend slightly backwards, which helps them defend their territory. To move around the beasts' habitat smoothly, they have the legs of an octopus, which can squeeze through small openings for example between rocks. There are eight legs however, none of them have any bones, making them free and flexible. Each one of the individual legs contains about 210 suckers, which are used for touch and taste by signalling which direction to turn. Upon this species back, there is a plume of lime green peacock feathers with eye-like spots, which can be up to 60 inches (152.4cm) wide. When threatened or aiming for courtship, the peacock tail is displayed and is able to appear diverse colours at different angles due to the reflection of light. Amazingly, both the beasts' eyes and wings originate from a butterfly: the Monarch butterfly. The wings, which are colourful and symmetrical, are able to beat five times per second so that the creature can make a swift exit if threatened by a non-flying predator. Furthermore, the eyes are compound because there are two sets of them. This creature is able to see wavelengths of light (including ultraviolet), which humans cannot, meaning they can sense where the sun is in the sky. In addition, these eyes have flicker-fusion, which is 250x higher than it is for people. Despite all these adaptations, this unusual critter spends most of its time in its habitat of the sea.

#### Habitat

The Gaz-mon-opus-peacock is a highly adept creature, which is well suited to its habitat: the depths of the sea. It has been found living at the bottom of the Pacific Ocean, hundreds of miles off the nearest coast. Normally, at a depth of 10,994 m (approx. 7 miles), these animals would be found in intense conditions with temperatures in single figures (roughly 5°C). Due to the low temperatures, these creatures move up and down from the seabed to have an increase in their own core temperatures; however, they are a warm-blooded creature, which would help. In addition, the Gaz-mon-opus-peacock has enhanced gills situated upon either side of its neck so it can breathe underwater for up to 4 hours at a time. When four

To write a full non-chronological report.

To proof-read own writing for spelling and punctuation errors.

### **Diet**

For food, this unusual creature can eat a wide variety of foods to keep it alive because it strives for survival. As it is a hybrid, the Gaz-mon-opus-peacock takes on the diet of the creatures it is made up of, sharing their methods of capturing prey. Due to the variety of food they eat, it is classified as an omnivore (plant and meat eater); however, due to their habitat they usually stick to eating meat, which will give them more energy. Because it lives in the sea, this species mainly eats smaller sea creatures including: crabs, scallops, fish and turtles. To capture these animals, it primarily uses its octopus tentacles to catch and paralyse the prey. The tentacles are layered with approximately 280 suckers, which all contain a specific venom for paralysis. If the beast is escaping from the predator, Ibex-cra-octo-tocto-rattlesnake, it often uses its butterfly wings to swiftly fly away. In this case, the Gaz-mon-opus-peacock adapts its diet to include drinking the nectar from plants through their straw-like tongue, similar to that of a butterfly.