**Information**

## PCC Logo Small

Unit aim:

This unit of work will challenge your learners to think about the use and communication of information about the world; recognizing layout, developing formal style, and challenging their understanding of this writing technique.

The texts/ films you choose to base your study on will lead learners to develop understandings in different contexts.

Text purpose: information

Duration: 3 weeks

Extension– rich literacy / numeracy project.

Cross Curricular opportunities: ICT, history, PSE, science, art – any area which interests learners and where information can be collected.

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| Session | Activity |
| Week 1 |
| Let’s write a discussion.‘COLD’ | Review understanding of the Information text purpose.Children are asked to independently write an engaging information text . (This should about something that all children are familiar with, for example, the school, their home or family, the local area)Independently re-read, edit, polish, peer assess. Teacher assess work, groups children accordingly to where they are at and the skills that are required to be developed. Issues relating to spelling, punctuation, grammar and organisation may be highlighted – this should be picked up in warm ups / starters throughout the unit.  |
| Eco Council 1 | Read L6 exemplar material on information text (topic of Eco council in school). Discuss the organisation and how the Level has been attributed to the work. Collect words, phrases and box up the text – this will be used as a framework for further writing this week. Group children. Using this text as a framework give each group a paragraph to re-write. This should be changed to reflect an aspect of your school’s eco council work that you wish to communicate to parents / governors / other children (it may reflect a different school activity / theme eg, school council, the school value, Children in Need celebrations, the arrangements for the Christmas Fayre)Share writing to create a whole text – review. (This should be typed up as a whole document for the next session) |
| Information on the environment | Read back the entire information text from the previous session and recap on the successful language, organisation etc that was used – could it be improved further? Introduce theme of writing an information text about a place / animals. Share ‘Land of Neverbelieve’ by Norman Messanger. Annotate pages with notes as to organisation, language etc. Share ideas and thoughts.  |
| Land of Neverbelieve  | Children design their own creature, plant and landscape from their own Land of Neverbelieve – this may be incorporated into art, ICT, PSE. Share ideas and peer review.  |
| Presenting the Land of Neverbelieve | Individually, in pairs / small groups, children create an information text about their land of Neverbelieve. Attention should be made to organisation, language, punctuation and vocabulary choice. Reference could be made to initial readings of the original text and the ‘eco council’ exemplar material. Peer review, share and discuss.  |
| Extension  | * Documentaries could be watched referring to a particular theme
* Texts written by the children could be formatted to create a second book in the series of the Land of Neverbelieve, perhaps for a different class in school, or for the school library.
* Search for ‘dragonology’ for another way of presenting information – this time about dragons.
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| Week 2 |  |
| Gulp | Read information text and review understanding of this text purpose.This week will be dedicated to the collection of information about your topic, in order to prepare for writing about it next week. Information should be collected from a variety of sources (fact, opinion and bias should be discussed); these should include, but not be restricted to, film, internet and books.Watch Gulp (the world’s largest stop motion animation – filmed on a local beach), and the making of Gulp. (You Tube)In groups, children research different aspects of the film (set, production team, filming equipment, site of filming etc). Share information and review learning |
| Gulp 2  | Based on the previous session’s information search, the children now create a shared information text – refer to the success criteria from last week.Peer assess, edit and share. |
| Dot | Watch Dot (the world’s smallest stop animation), and the making of Dot.Undertake research into the making of this – some information may be similar to Gulp.Independently or in pairs create an information text about Dot.Peer review, edit and share. |
| Sand animation  | Dependent on your context children could work in large scale (on the beach) or small scale (in a tray with sand), for this activity.In small groups plan the short story (no longer than 60 seconds). Use story board similar to Gulp to help. Consider beginning, middle end. Will there be a twist? Using ICT equipment to record, edit and produce a final piece.(This could extend into ICT session) |
| Sand animation 2 | Complete editing and showcase the final films. Peer review and celebrate success.  |
| Extension:  | * Films could be showcased in assembly, or follow a particular theme that fits with your overall topic.
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| Week 3 |  |
| Information about your animation | Children create an information text based on the creation of their animation – refer to week 1s success criteria.  |
| Documentary film to written text. | Watch a documentary – to fit with your topic. For example this could be the life of Joseph Bazelgette or other Victorian (see BBC), a nature programme with David Attenborough, or a science topic with Brian Cox. Horrible Histories could be used as a comparison for formatting.Take notes. (this may need to be modelled) – How is the information chunked in the documentary? What facts are given – is there bias? Opinion?  |
| Planning it out | Complete watching of the documentary and review notes. Undertake further research as necessary.Plan an independent information piece of writing on the theme. |
| HOT write | Write, review, peer assess and celebrate |
| Extension: | * Children could create their own information document – free choice of how it is presented (film, pamphlet, brochure etc)
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Books:

Films: (all U or PG certificate)