

Y6 - Schiehallion

Language, Literacy & Communication Skills

Oracy -
Skills - identify key points and follow up ideas through question and comment, developing response to others in order to learn through talk
 Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener
Range - communicating for a range of purposes, *e.g. presenting information, expressing opinions, explaining ideas, questioning, conveying feelings, persuading*

Reading -
Skills - read in different ways for different purposes,
 Including:
 • skimming, scanning and detailed reading
 • using prediction, inference and deduction
 • distinguishing between fact and opinion, bias and objectivity in what they read/view
 Retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance
Range - experiencing and responding to a wide range of texts that include:
 • information, reference and other non-literary texts, including print, media, moving image and computer-based materials reading/viewing extracts and complete texts:
 • with challenging subject matter that broadens perspectives and extends thinking, *e.g. environmental issues, sustainability,*

Writing -
Skills - use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose
 Use appropriate vocabulary and terminology to consider and evaluate their own work and that of others
Range - Write for a range of purposes

Language, Literacy & Communication Activities/Resources

Shared reading of page 1 of the webpage. Discuss the features of blogs, compare several – develop success criteria – What makes a good blog? Discuss opinions; is it possible to divide the blogs up into positive and negative attitudes? (Beginning of discussion on for and against – discussion texts)
 Shared reading of page 2 of the webpage. Discuss the differences in content/tone/presentation. What makes a good webpage? Develop success criteria for a good webpage.
 Highlight technical vocabulary, discuss why in books some words are in bold, is there an equivalent in a webpage? Should there be? Why? Why not?
 Discuss heading and look for structure of discussion text, compare with Sue Palmer skeleton if available. Make links with paper based texts.
 (Return to screen 1 and click on the information about Schiehallion – discuss difference in structure of the text – report text, discuss side headings, factual information etc.)
 Choose an appropriate topic about which the children have definite views, discuss for and against, hold class discussion, listing pros and cons. Shared writing – discussion text of this issue following the structure of the text (Sue Palmer skeleton) Have they used any technical vocabulary, how will they ensure their readers will understand these terms?
 Discuss how their opinions could be written in the form of blogs using the success criteria listed earlier. Discuss how a webpage could be developed around this topic using the success criteria listed earlier. Give children time to develop a web page in pairs or small groups.
 Compare web pages and evaluate using 2 Stars and a Wish.

Information Communication Technology Skills

Skills
 1. Discuss the purpose of their tasks, the intended audiences and the resources needed
 2. Find information from a variety of sources for a defined purpose
 3. Select suitable information and make simple judgements about sources of information
Range
 Use ICT sources of information and non-ICT sources of information
Create and communicate information
Pupils should be given opportunities to:
 1. Create and communicate information in the form of text, images and sound, using a range of ICT hardware and software
 2. Create a range of presentations combining a variety of information and media, *e.g. a poster combining text and graphics, a multimedia presentation*

Information Communication Technology Activities/Resources

Activate prior knowledge –Discuss the children's previous experience of websites. Look at a variety of websites and books dealing with the same subjects. Complete Venn diagram (p.34) Discuss which the children would prefer to use and why.
 Exploring the website -
 Show the children screen 1 of the website. Discuss what the children know about blogs and blogging. Discuss who would be likely to use this website and why.
 Draw the children's attention to the hyperlinks – what do they do?
 Discuss who would be likely to follow the links and what they would find out.
 Create and communicate – Choose an appropriate topic, ask the children to plan (and maybe make) a web page that includes some blogs, hyperlinks, text and images

Developing Thinking Skills

Activating prior knowledge
 Gathering information
 Determining success criteria
 Considering evidence, information and ideas
 Forming opinions and making decisions
 Monitoring progress
 Evaluating own learning

Developing Thinking Activities/Resources

Activating prior knowledge – What do we know about websites and books as sources of information?
 Gathering information – collecting information from books and websites
 Determining success criteria – What makes a good blog? What do we need to include to make a good webpage?
 Considering evidence, information and ideas, forming opinions and making decisions – Where are we going to get information from for our webpage? What information are we going to include?
 Monitoring progress – How are we getting on? Are we on task? Do we need to modify our plan?
 Evaluating own learning - 2 Stars and a Wish.

Other Curriculum Area(s) Skills

Geography? (This would also depend on the topic you choose for the children's webpage.)

Other Curriculum Area(s) Activities/Resources