

HIAS MOODLE OPEN RESOURCE

Pandora Discovered (video)

Year 5 writing journey – autumn

HIAS English Team

Summer 2024

Final version



Overview

This document


All learning journeys in this collection are based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver. The three phases are:

- stimulate and generate
- capture, sift and sort
- create, refine, evaluate.

Each learning journey builds the skills needed for children to be successful in their final sustained write with growing independence.

Points to consider when using this resource

- Teachers must adapt example plans to reflect AFL, prior learning, national curriculum requirements and the needs of individuals.
- Site of application writes could be included where appropriate and when teachers are confident to plan for this.

<p>Year 5</p> <p>Writing learning journey</p> <p>Outcome: Narrate their outcomes, imitating the style of the voice-over, using their own visual stimulus of their planet</p> <p>Purpose: To inform</p> <p>Audience: Nasa</p> <p>Form: Non-chronological report detailing pupil's own planet</p>	<p>Text driver</p> <p><i>Pandora Discovered (video)</i></p> <p>Pandora Discovered - YouTube</p> 	<p>Key spoken language statements</p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s). <p>Key reading statements</p> <ul style="list-style-type: none"> • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve their understanding. <p>Key writing statements</p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing. • Use dashes to mark boundaries between independent clauses. • Note and develop initial ideas, drawing on reading and research where necessary. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
<p>Linked texts</p> <ul style="list-style-type: none"> • <i>The Jamie Drake Equation</i> by Christopher Edge. • <i>Cosmic</i> by Frank Cottrell Boyce. • <i>The Cosmic Diary of our Incredible Universe</i> by Tim Peake. • <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> by Margot Shetterly. 		

Overview of Learning Journey: Pandora Discovered (video)

Stimulate and generate

In this part of the sequence, pupils will learn to ask questions, learn a range of vocabulary, and consider the style of the text

1) I can ask questions to improve understanding

Bag of words activity: provide children with the tier two vocabulary words from the Pandora Discovered voice-over listed below cut up individually on card – one set per small group. Pupils explore the vocabulary selection, discussing and exploring the connections between them. Children group the words and give reasons for their grouping choices. Explain that there is no right or wrong; the aim is to get children talking about the words and exploring the new language. Encourage children to identify and clarify the meaning of words they don't know.

Tier two words: breath-taking, wonder, mystery, danger, beauty, hemisphere, solar system, light year, uninhabitable, continents, inspiring, dreamlike, magnetic fields, organism, presence, mineral, sacred, connection, organisms, bewitching, terrain, savage, hope, predators, canopy, hunter, prey, fearsome, awe inspiring

What might the connections be between the vocabulary? Why? What makes you think this?

Predict what the text might be about based on evidence from the words. Give examples.

Encourage dialogic talk and ask children to justify their thinking.

Watch and enjoy the short film animation about Pandora.

What was it about? Was it fiction or non-fiction? What is the purpose of this film? If this was written, what text type would it be? (It would be a non-chronological report.)

Who has watched the film Avatar? (rated 12) What is this short film similar to? Support pupils to make the connection with nature programmes, eg David Attenborough documentaries: Why is the planet

Notes - possible adaptations to meet the needs of your class

called Pandora? Link to the myth of Pandora's box (and potentially explore the etymology of the word *pan* = all, *dora* = gifts).

Can pupils identify the tier two language they have discussed?

2) I can check the film makes sense by exploring the meaning of new words in context

Watch the film again and listen to the tier two words in context.

Give children further completed glossary of tier three words from the film.

Tier three words: direhorse, mountain banshee, thanator, hexapod, Na'vi, leonopteryx, Tree of Souls, unobtainium, Alpha Centauri, symbiotic, mythology, bio - luminescent

Clarify understanding – explain that some words are only needed for that specific topic eg horse riding/sailing/the biodiversity of Pandora (tier three vocabulary). Other words are usable in lots of contexts and therefore useful to embed for their own writing. (tier two vocabulary)

Create a blank glossary using the tier three glossary as an example of What A Good One Looks Like (WAGOLL).

Choose from the bank of Tier 2 words explored in the previous lesson. Share out the new words between pairs (differentiate as required). Each pair researches their new word, using strategies of their choice eg draw it, create a poster, act it out, explain it through examples. Each pair teaches their word to the rest of the class.

Class complete blank glossary as each pair feeds back.

Word	What I think it means	Definition	Draw it / write in a sentence presence

3) I can gain, maintain and monitor the interest of the listener(s)

Listen to the opening of the video. Listen carefully to the voice of the narrator. How would you describe her style? Who might the intended audience be? How do you know?

Using the text with minimal punctuation below, children use this to rehearse narrating aloud following the same style. Notice where the pauses are – why are they there?

Annotate the text for fluency, preparing their readings. Ask children to perform their reading with the film running silently behind.

TEXT *Pandora a world of wonder and mystery incredible danger and strange beauty. From Earth's southern hemisphere you can see the solar system where Pandora is located Alpha Centauri. At a distance from 4.4 light years from Earth the Alpha Centauri is our nearest stellar neighbour the largest of its two sunlike stars Alpha Centauri A or ACA to astronomers is Pandora's sun. Pandora is one of many moons orbiting the planet Polyphemus a gas giant planet the size of Saturn.*

Discuss the pauses with the children – why are they important? How, as a writer, do we make this clear to the reader?

What are our choices of punctuation? What is the difference for commas, full stops, dashes and brackets – why choose each, and when/where?

4) Possible site of application write

An opportunity for pupils to apply knowledge from a previous unit.

Capture, sift and sort	Notes - possible adaptations to meet the needs of your class
<p><i>In this part of the sequence, pupils will learn to use parenthesis and how to use different sentences in a paragraph.</i></p> <p>5) I can use a range of punctuation to clarify meaning and mark boundaries between independent clauses</p> <p>Teach/recap/explore use of alternative punctuation. Consider using the explain, change, create approach to explicitly teach pupils how to use dashes and brackets.</p> <p>Revisit the text extracts that the children have previously annotated for fluency. Explore adding different punctuation, reading aloud to test its impact.</p> <p>Share the example below – is there a right or wrong? Consider accuracy and effectiveness of their choices. Allow time to improve.</p> <p><i>Pandora – a world of wonder and mystery, incredible danger and strange beauty. From Earth’s southern hemisphere, you can see the solar system where Pandora is located – Alpha Centauri. At a distance from 4.4 light years from Earth, the Alpha Centauri is our nearest stellar neighbour – the largest of its two sun-like stars, Alpha Centauri A (or ACA to astronomers) is Pandora’s sun. Pandora is one of many moons orbiting the planet Polyphemus – a gas giant planet – the size of Saturn.</i></p> <p>6) I can note and develop initial ideas, drawing on reading and research where necessary</p> <p>Explain the children will be writing a non-chronological report in the style of the narration of the Pandora Discovered video – consider the purpose, audience, form and viewpoint. Why are they writing? Who are they writing for?</p> <p>Use the clip below or pages from a parallel text being used with scenes from another planet.</p> <p>Planet Unknown (2016) Short Film - YouTube</p>	

Teacher models how to mind-map and collate information. Children create a mind-map of their own planet – adding details and appropriate vocabulary. Utilise word banks from tier two and tier three work.

Ask the children to consider the following information about their planet:

- location/size
- habitat/range of habitats
- animals – winged/legged/unique features/ water-based
- resources eg minerals
- unique features eg 6 legged creatures/ bioluminescence
- landscape.

7) I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Plan their non-chronological report, using research to structure ideas. Model how to create a detailed plan, using an example imaginary planet. The more structured and detailed the plan, the lower the cognitive load when children create their final write.

Purpose and intended impact on the reader	Contents	Grammatical structures	Vocabulary choices
<i>Setting the scene and creating overview of awe and wonder</i>	<i>Location in the solar system / size</i>	<i>Complex sentences that add additional detail for the reader</i>	<i>Name of focus planet and surrounding planets, moon, solar system, awe inspiring, beyond imagination</i>
<i>Habitat</i>			

8) I can use a range of punctuation to clarify meaning and mark boundaries between independent clauses

Children to explore a range of sentences about their new planet – applying the skills taught in the first lesson of capture, sift and sort.

Carry out a slow write – a form of constrained and scaffolded writing. Children follow the instructions carefully in the context of their own planet but imitate the style of the paragraph in the WAGOLL from previous lesson.

Sentence 1) planet name – dash, then extended list to describe the planet.

Sentence 2) fronted adverbial of place, ...

Sentence 3) complex sentence containing parenthesis ... Simplify the sentence structures as required.

Encourage children to imitate and substitute.

9) I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Apprentice write:

Photocopy the slow write, then allow children to be reflective. Edit, move sentences around, ensure cohesion, improve word choices, improve accuracy of punctuation etc.

The photocopying enables children to feel more confident to make changes without making their original writing look messy.

Read paragraphs aloud to a partner – reflect and improve.

Create, refine, evaluate	Notes - possible adaptations to meet the needs of your class
<p><i>In this final part of the sequence pupils will learn to plan their ideas, write their own narrative, edit for accuracy and sense at the point of writing and present their ideas in the same style as the video.</i></p> <p>10) I can plan and draft writing</p> <p>Agree success criteria for writing outcome together.</p> <p>Children apply their learning from word banks, plans, apprentice write, etc into their final outcome.</p> <p>This will take more than one lesson.</p> <p>11) I can assess the effectiveness of my own and others' writing</p> <p>Children to edit their writing for secretarial inaccuracies eg non-negotiables such as spelling. Read aloud to a partner – check for voice of the expert. What needs improving?</p> <p>Are words just used for the sake of it or for the intended impact on the reader for each paragraph?</p> <p>Encourage children to redraft as necessary, working with an editing buddy.</p> <p>12) I can gain, maintain and monitor the interest of the listener(s)</p> <p>Listen again to the film Pandora Discovered. Listen carefully to the voice of the narrator.</p> <p>Children read aloud their outcomes, aiming to imitate the narrator of Pandora Discovered. Reflect on success.</p>	

HIAS English Team

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Year 5 learning journey: Pandora Discovered (video)

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