



Holy Family Catholic Primary School

English - UKS2 – Curiosity Overview



<p>Text: Curiosity by Markus Motum</p>	<p>Outcomes: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report, Main Outcome: Expanded explanation for a new rover</p>
<p>Overview and Outcomes: This is a sequence for Curiosity by Markus Motum. It explores the themes of exploration and discovery and what it means to be curious. Children will follow the journey of the NASA rover Curiosity as it makes its way to Mars. Children will write labels to explain Curiosity's features before exploring how to use cohesive devices to expand and explain. They will use the passive voice to log the rover's landing on Mars and write a short news report to be broadcast to Times Square. Finally, children will draw together their learning to design a new rover and write an expanded explanation to propose it as the future of NASA exploration.</p>	
<p>Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.</p>	
<p>Word Reading</p> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>Reading Comprehension</p> <ul style="list-style-type: none"> - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Retrieve, record and present information from non-fiction - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus 	
<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> - Using passive verbs to affect the presentation of information in a sentence - Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Using commas to clarify meaning or avoid ambiguity in writing - Using brackets, dashes or commas to indicate parenthesis 	
<p>Writing (Composition)</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Proof-read for spelling and punctuation errors 	