

Planning for a Community of Enquiry (a secure learning environment where pupils can be open, think for themselves and put forward their ideas safe in the knowledge their input will be valued by their peers and teachers alike.) Year 5/6

Objectives

Reading & Writing - To develop characterisation profiles for fictional characters:
T5:1:3 Investigate how characters are presented in text - through action & description & dialogue ... write own - incorporating inference & deduction.
Speaking and listening Target: Approx.
5.2.54 Working in role to explore aspects of character (Freeze Frame)
Layered Class Target:
Connectives for opening and joining sentences.

Ground rules set and discussed Learning as belonging

Good talkers - discuss poster
Remind of speaking & listening activities & rules.

Starting point

CSI Investigators Collection of items found by the 'police'. What information can they deduce about the owner? (events - later)

Resources

Collection of clothes and artefacts leading a historic focus.

Challenging Questions

As investigators - what information can you deduce about the owner from these items?

What can you tell about their character, profession, looks, way of life?

Activities/Processes

Learning as doing

Facilitator - 'making it happen',
Guide - 'lending a hand, scaffolding, modelling'

Participator - 'joining in'

Whole Class:

Thought shower - what can you tell about these items?

What sort of person might they belong to?... what sort of question can we ask of these artefacts?

Groups 4: (mixed ability groups)
1-2 items

Brainstorm ideas about what this item tells you.

Envoy - share 1 item with another group.

How does this new information influence your ideas?

Class:

Share large thought shower poster.

Freeze Frame Photo:

Present to the class, T & class illicit information. Looking more deeply into character.

Record Conclusions as a group:
(Mixed ability)

Using connectives - to begin & join - write a paragraph to record your conclusions & evidence to support. T model examples of using connectives.

Mini presentation:

Groups share descriptions with class

Skills :

Information processing locate and collect info, sort, classify, sequence, compare and contrast, analyse part/whole relationships

Reasoning give reasons for opinions/actions, draw inferences, use precise language to explain what they think, make informed judgements and decisions

Enquiry ask relevant questions, pose problems, plan what to do and how to research, predict outcomes, anticipate consequences, test conclusions, improve ideas.

Creative thinking generate and extend ideas, suggest hypotheses, apply imagination, look for alternative innovative outcomes.

Evaluate judge the value of what they read, hear and do, develop the criteria for judging their own and others work or ideas, to have confidence in their own judgements.

Metacognition talking and thinking about your own learning and thinking - successful strategies employed and how to move on)

Class evaluation of mini-presentation:

Did they give evidence for their ideas?
Did they use connectives effectively?
Did they paint a picture in your mind?

Assessment 'seeing the bigger picture'

Have the groups developed a realistic character through using effective description & good sentence construction - connectives?

See it on the display!!!

Target Tracker:
individual targets & Individual Learning

