

Teacher notes

Full teaching sequence: A report on The Planets, by Gustav Holst

Model Text: A Children's Guide to The Planets (Gustav Holst),
by Jo Franklin

In this 2-week unit, pupils will read an article about the orchestral suite 'The Planets' by the composer Gustav Holst. They will have an opportunity to learn technical vocabulary used about music and space and discuss music by famous British composers. This unit could be used as part of a topic on the theme of space, linked to your music curriculum or within a topic based on Ancient Rome and their gods.

Two fully resourced lesson plans are included for Year 5 English objectives:

- 1) To understand the meaning of words (Greek and Roman gods)
- 2) To organise paragraphs around a theme

Teacher notes, teaching slides and activity sheets are included to deliver these in a fun and interesting way, linked to the model text where appropriate.

There are opportunities to revisit previous writing skills of using adjectives and prepositions, using consistent tense and using a range of conjunctions. There are also opportunities to teach other aspects of the year 4 curriculum, including using fronted adverbials and creating expanded noun phrases using adjectives and prepositional phrases.

Phase 1 – Familiarisation

Activity	Teaching points	Task
1) Read the model text	<ul style="list-style-type: none"> ➤ What type of writing is this (a report)? How do pupils know? ➤ Read the <i>model text</i> together. ➤ Explore what tense it is written in (majority is present, but information in the introduction is in the past tense). ➤ Revisit other skills from previous years (conjunctions, adjectives, prepositions) and find examples of these in the model text. 	<ul style="list-style-type: none"> ➤ Pupils highlight examples of words and phrases revisited in the teaching points (present tense, conjunctions, adjectives, prepositions), on their own copy of the text, or collaboratively on the whiteboard.
2) Discuss new vocabulary	<ul style="list-style-type: none"> ➤ Use the <i>word cards</i> showing Tier 2 vocabulary (ancient, inspiration, ominous, evoke, eager, ebb and flow); Tier 3 vocabulary linked to the solar system and music (composer, astronomy, astrology, composition, solar system, movement, tempo, pitch, chord, orchestra, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune); and statutory spelling words (famous, guide, imagine). 	<ul style="list-style-type: none"> ➤ Find examples of these words in the <i>model text</i> and use clues in the sentences to infer their meanings. ➤ Complete the <i>vocabulary match activity</i> included with the <i>vocabulary cards</i>.
3) Writing opportunity	<ul style="list-style-type: none"> ➤ Listen to 'The Planets' by Gustav Holst and compare to the descriptions given in the report. ➤ Reread the text to find which was Holst's favourite movement (Saturn). ➤ Which is the children's favourite section? 	<ul style="list-style-type: none"> ➤ Pupils write a paragraph saying which is their favourite movement. ➤ Encourage pupils to explain why, using their music vocabulary.

Phase 2 – Teaching & Rehearsing

Activity	Teaching points	Task
1) Vocabulary <i>To understand the meaning of words (Greek and Roman gods)</i>	<ul style="list-style-type: none"> ➤ See resource 1 	
2) Composition <i>To organise paragraphs around a theme</i>	<ul style="list-style-type: none"> ➤ See resource 2 	<ul style="list-style-type: none"> ➤ Pupil worksheets
3) To use fronted adverbials	<ul style="list-style-type: none"> ➤ Investigate fronted adverbials and where they are used (at the beginning of sentences) and how they are punctuated (with a comma after). ➤ Find examples in the <i>model text</i>. ➤ Why are they used? (to add information about the verb that follows and to link ideas). 	<ul style="list-style-type: none"> ➤ Pupils write a paragraph saying which is their favourite movement. ➤ Encourage pupils to explain why, using their music vocabulary.

Phase 3 – Application

Activity	Teaching points	Task
1) Investigate the features of report writing	<ul style="list-style-type: none"> ➤ Reread the <i>model text</i> as a class. ➤ Look at the <i>how to write a report poster</i>. Can pupils find examples of these features in the model text? 	<ul style="list-style-type: none"> ➤ Look at other examples of report writing and find examples of features from the <i>poster</i> included in the resource pack.
2) Plan writing	<ul style="list-style-type: none"> ➤ Look at the Writer's Craft task using the <i>instruction sheet</i> and introduce the task (to write a report about one of the planets from our solar system). Pupils should use information from the <i>fact cards</i> in resource 2 and from their own research to plan their writing about one of the planets in our solar system. ➤ Pupils should use the <i>report margin planner</i> to organise their writing. 	<ul style="list-style-type: none"> ➤ Pupils plan their own report using information from the <i>planet fact cards</i> and their own research using the <i>margin planner</i>.
3) Writing a report	<ul style="list-style-type: none"> ➤ Remind pupils what is needed for their writing, using the <i>how to... poster</i>, and recapping writing skills where necessary. ➤ Look at the <i>writing skills check</i> as a class and discuss how pupils could use these skills in their writing. 	<ul style="list-style-type: none"> ➤ Give pupils opportunity to write their report over several sessions. ➤ Allow pupils time to proofread and edit their writing using the <i>writing skills check</i> at regular intervals. ➤ Ask them to focus on changing grammar, punctuation and vocabulary when editing their work.