

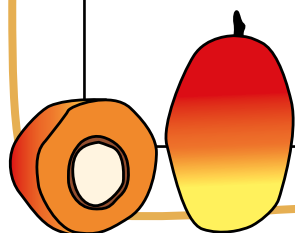
ENGLISH PROGRESSION OVERVIEW

Sustainable Palm Oil (SPO)

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Year 1- English National Curriculum Objective Links	Year 1 - SPO Ideas Overview
<p>Reading - Comprehension: Being encouraged to link what they read or hear read to their own experiences.</p> <p>Writing - Composition: Saying out loud what they are going to write about.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Joining words and joining clauses using and.</p>	<p>Y1 - Animals - Lists, Labels and Captions</p> <p>Prior learning: Children would benefit from learning about animals, including a rainforest animal (affected by deforestation from unsustainable palm oil production) in detail. This could be done by visiting Chester Zoo in person or virtually through the Chester Zoo Learning team: www.chesterzoo.org/schools</p> <p>Activities: Children could make a collection of a variety of rainforest animals (using images, drawings or models) affected by unsustainable palm oil production, (including animals they may have seen in captivity during a visit to Chester Zoo).</p> <p>Children could write a list of them, label them and write captions for their collections.</p> <p>Resources: Collection of rainforest animals (images, drawings or models).</p> <p>Paper or an inspiring writing frame for children to write upon.</p> <p>List, labels and captions modelled by class teacher, demonstrating each thought process, language features, writing composition and structure.</p> <p>N.B. It is not a year 1 national curriculum requirement to study <i>rainforest plants, trees</i> and <i>endangered animals</i> but links could still be made to lists, labels and captions to provide context through this SPO topic.</p>
<p>Reading - Comprehension: Discussing word meanings, linking new meanings to those already known.</p>	<p>Y1 - Animals - Informational Text</p> <p>Prior learning: Children would benefit from learning about animals, including rainforest animals in situ at Chester Zoo's Monsoon Rainforest or virtually through the Chester Zoo Learning team: www.chesterzoo.org/schools</p>



Writing - Composition:

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Writing - Vocabulary, Grammar and Punctuation:

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Writing - Composition:

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Writing - Vocabulary, Grammar and Punctuation:

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Activities:

Children could create their own mini factual notebook on rainforest animals. Using drawings or images (photographs) taken from online research, visiting experts or a trip to Chester Zoo's rainforest habitats.

Resources:

Exemplar mini factual notebook on rainforest animals for class teacher to show language features, composition and layout.

Drawings, photographs of rainforest animals.

N.B. It is not a year 1 national curriculum requirement to study endangered animals, but links could still be made to writing information texts to provide context through this SPO topic.

Activities:

Children could create their own mini factual notebook on rainforest animals. Using drawings or images (photographs) taken from online research, visiting experts or a trip to Chester Zoo's rainforest habitats.

Resources:

Exemplar mini factual notebook on rainforest animals for class teacher to show language features, composition and layout.

Drawings, photographs of rainforest animals

N.B. It is not a year 1 national curriculum requirement to study endangered animals, but links could still be made to writing information texts to provide context through this SPO topic.

Reading - Comprehension:

Discussing the significance of the title.....

Writing - Composition:

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Writing - Vocabulary, Grammar and Punctuation:

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Y1 - Animals - Informational Text

Prior learning:

Children would benefit from learning about animals, including rainforest animals in situ at Chester Zoo's Monsoon Rainforest or virtually through Chester Zoo Learning.

www.chesterzoo.org/schools

Children should also be familiar with the features of information texts.

Activities:

The class could choose a rainforest animal (with teacher guidance).

Class teacher to recap the features of information texts: title pages, sentences, labels and captions.

Class teacher to model writing a short information text about a rainforest animal: what it looks like, what it feels like (including their texture), any sounds and smells they have! (This lesson links well with Year 1 Science).

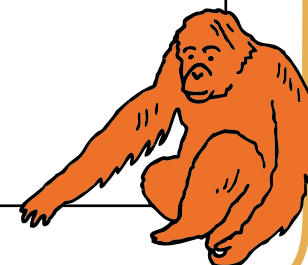




	<p>More able learners may also write simple sentences on: where its natural habitat is and what they typically eat.</p> <p>Children could work in pairs to talk through what they are going to write and record their sentences independently. Children could use word banks and other resources for inspiration (such as drawings, photographs of rainforest animals in their natural habitat).</p> <p>Some children may need more support and guidance through writing frames, simpler word banks and phonics charts. Children to share their work, pointing out features such as title page, sentence, labels and captions.</p> <p>Resources:</p> <p>Exemplar simple information text on chosen rainforest animal for class teacher to show language features, composition and layout.</p> <p>Writing frames, word banks and phonics charts could also be provided to support those who need them.</p> <p>Drawings, photographs of rainforest animals in their natural habitat.</p>
<p>Reading - Comprehension: Being encouraged to link what they read or hear to their own experiences.</p> <p>Writing - Composition: Sequencing sentences to form short narratives.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Joining words and joining clauses using and.</p>	<h3>Y1 – SPO shopping - Recount</h3> <p>Prior learning: Children would benefit from visiting the shops in person or virtually either with a parent or carer or as a trip with their teacher to look for products which may contain palm oil. They should be familiar with the RSPO logo and begin to understand what this logo means.</p> <p>Children should also be familiar with the language features and style of a recount.</p> <p>Activities: Class teacher to recap the features of a recount, through modelling their own recount of a trip to the shops.</p> <p>Class teacher could model how the SPO word bank could be used to support their use of vocabulary.</p> <p>Children could then write their own recount, explaining how they looked for products which contain sustainably produced palm oil and what logo they need to look for on a products label.</p> <p>If children went with their parent/ carer, more able learners could also recount:</p> <ul style="list-style-type: none">- how they explained the reasons why it is important to buy products sustainably produced instead of unsustainably produced ones <p>Resources: Model recount of a trip to the shops by class teacher, demonstrating thought processes, language features, composition and structure.</p>

	<p>Writing frames for recounts and phonics charts could also be provided to support those who need them.</p> <p>Chester Zoo's SPO 'Word bank' (giving them appropriate vocabulary such as palm oil, product, sustainable, unsustainable, plantation and RSPO logo).</p>
<p>Reading - Comprehension: Discussing the significance of the title and events.</p> <p>Writing - Composition: Composing a sentence orally before writing it.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'</p>	<p><i>Y1 – Sustainable Palm Oil – Letter</i></p> <p>Prior learning: Children would need to be familiar with what palm oil is and the effects of unsustainably produced palm oil on the environment, people and wildlife.</p> <p>Activities: Children could work in pairs or as a group to write a list of reasons why shop owners should not stock unsustainable palm oil products. Children could use Chester Zoo's SPO 'Word bank' with vocabulary (see resources below for more details).</p> <p>More able children could expand and orally explain (or write) in more detail about these reasons.</p> <p>With the lists of reasons created by the children, the class teacher is to guide children to contribute to write one class letter to shop owners to encourage them to stock products which are RSPO certified and not stock products which contain unsustainable palm oil.</p> <p>Resources: Model letter by class teacher, demonstrating thought processes, language features, composition and structure. Sheets of paper for paired or group lists.</p> <p>Chester Zoo's SPO 'Word bank' (Giving them appropriate vocabulary such as palm oil, kernel oil, product, sustainable, plantation and certified RSPO logo, deforestation, wildlife etc.).</p>
<p>Reading - Comprehension: Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Writing - Composition: Sequencing sentences to form short narratives.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Joining words and joining clauses using and.</p>	<p><i>Y1 – Sustainable Palm Oil Recipes – Instructions</i></p> <p>Prior learning: Children would benefit from looking at instructional language features.</p> <p>Activities: Class teacher could share some of Chester zoo's 'SPO recipe pack' recipes. Class teacher to model taking one of the recipes, looking at its bossy verbs and adapting it by changing one simple ingredient such as raisins or cashew nuts for a suitable different sustainable one e.g. sultanas or glace cherries.</p>

	<p>Children would be inspired to write their own instructions for a SPO recipe.</p> <p>Children could use an instruction word bank and instructional cooking word bank (see resources for more details).</p> <p>Children could re-read their writing to check for sense.</p> <p>Each child's recipe instructions could then be used to create a class SPO recipe book and shared with family and the community such as through the school website.</p> <p>Resources:</p> <p>Model recipe by class teacher, demonstrating thought processes, recipe features (verbs), composition and structure.</p> <p>Teachers could also download Chester Zoo's detailed shopping list to see what brands offer 100% RSPO certified sustainable palm oil products as a starting point for their recipes.</p> <p>www.chesterzoo.org/schools/resources/sustainable-palm-oil-shopping-list/ www.chesterzoo.org/schools/resources/sustainable-palm-oil-recipe-pack/ www.chesterzoo.org/app/uploads/sites/5/2016/06/Sustainable-Palm-Oil-recipe-pack.pdf www.chesterzoo.org/app/uploads/sites/5/2016/06/PALM-OIL-CHALLENGE-RECIPE-PACK.pdf</p> <p>Instruction word bank created by the class with their class teacher through 'teacher modelling' (Containing instruction vocabulary such as: first, second, then, next, after that, afterwards, wait, add, turn, finally. Also, you may want to give the children an instructional cooking vocabulary word bank, such as: ingredients, equipment, cut, chop, cook, crumble, fry, grate, heat, knead, melt, mix, pour, stir, sift, spoon, sprinkle, weigh, whisk).</p>
<p>Reading - Comprehension: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Writing - Composition: Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Joining words and joining clauses using and.</p>	<p>Y1 – Rainforest Animals - Poetry</p> <p>Activities:</p> <p>Children could create their own rainforest poetry, about encouraging others how to shop in a sustainable way. Inspiration could come from class teacher modelling their own or from a visiting poet who runs poetry writing workshops for children.</p> <p>Resources:</p> <p>Model rainforest poem by class teacher, demonstrating thought processes, language features, composition and structure.</p>



Reading - Comprehension :

Being encouraged to link what they read or hear read to their own experiences.

Writing - Composition:

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - Vocabulary, Grammar and Punctuation:

Joining words and joining clauses using and.

Y1 – Sustainable Palm Oil – Write a promise/pledge

Activities:

Class teacher could talk to children about the Social Moral Spiritual and Cultural (SMSC) aspects of living in a sustainable way and how as individuals we can do this.

Class teacher could give a range of possible examples of promises they could make. It could be something they personally promise to do which would help towards preventing the extinction of rainforest animals.

Children could then share their own thoughts on what they would like to promise as a pair, group or even with the whole class.

Class teacher to model writing a promise/pledge, demonstrating the thought processes, language features, composition and structure, such as using joining clauses using and.

Children to then finally write a short promise to go on school's 'promise tree'.

Resources:

Model promise/pledge by class teacher, demonstrating thought processes, language features, composition and structure.

Children could record upon this template:

www.chesterzoo.org/schools/resources/sustainable-palm-oil-pledge/

Or children could write their promise on top of one of their own art drawings.

Reading - Comprehension:

- Discussing the significance of the title and events discussing word meanings, linking new meanings to those already known.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Y1 – Sustainable Palm Oil – Rainforest Information Text Reading

Over a series of guided reading sessions, the following activities are suggested:

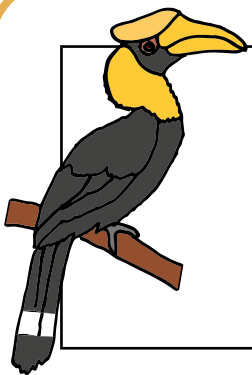
Children could discuss the significance of the **book/information booklet** title and the facts/events within them.

Children could read factual information on rainforests, trees, plants or on palm oil looking at the structure and layout.

Children could check their reading makes sense.

Children could create a word bank (along with the word meanings) of any familiar or unfamiliar words they find.

Children could have paired or group discussions on the information they have read, listening to their peers.



Children could give their thoughts and opinions, as well as locate and retrieve facts from within the text, answering given questions from their teacher.

Children could be individually asked differentiated questions to test their reading comprehension and retrieval skills.

Resources:

Books or information booklets on rainforests, trees, plants or palm oil. Teacher differentiated questions (to test pupil's comprehension and retrieval skills), pupil dictionaries.

Year 2 – English National Curriculum Objective Links

Reading - Comprehension:

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Writing - Composition:

Writing for different purposes.

Writing - Vocabulary, Grammar and Punctuation:

Using some features of written Standard English.

Year 2 – SPO ideas Overview

Y2 – 'SPO Challenge' booklet - Explanation texts

Activities:

Children could read the illustrated 'Palm oil basics' and 'Palm Oil Fact Cards' in a pair or as a small group.

Children could use facts from the cards to create their own individual explanation text with information on Palm Oil.

Class teacher should model writing an explanation text; demonstrating thought processes, language features, layout and structure.

To support children to do this, children could answer the following key questions and use them as a structure for their text (These questions could be used by the less able learners as a writing frame):

Introductory paragraph:

What is palm oil?

Facts:

Where does the oil palm tree grow?

Which part of the oil palm tree produces palm oil?

How big do the trees grow in height and diameter?

Problems and solutions:

What are the bad points about palm oil?

How is sustainably produced palm oil good?

Final closing paragraph:

How can consumers help make a difference when they shop?

Children could write their explanation texts upon pieces of their artwork.

Optional additional work:

Explanation text covers could also be produced in art and design lessons.

Children's final compiled explanation texts could be displayed in school to share with parents and visitors. Or they could be shared digitally with the community, such as through a school website.

Resources:

Chester Zoo's 'Palm Oil Fact Cards'- THREE LEVELS – the * star level is more suitable for year 2. Chester Zoo's 'Palm oil basics' pdf : <https://www.chesterzoo.org/schools/resources/palm-oil-fact-poster/>



Model explanation text by class teacher, demonstrating thought processes, language features, layout and structure.

Key questions listed in the activities section above. Less able learners could be given these questions as a writing frame on different pages of a scaffolded booklet.

Teachers may also find this useful for teacher knowledge:

www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/what-is-palm-oil/

Reading - Comprehension:

Being introduced to non-fiction books that are structured in different ways.

Writing - Composition:

Writing about real events.

Writing - Vocabulary, Grammar and Punctuation:

Using some features of written Standard English.

Y2 – Rainforest animals and plants – Non-fiction information texts

Prior learning:

Children will find it useful to be familiar with the layout and features of non-fiction books.

Children should learn about rainforest habitats (including those affected by unsustainable palm oil production) in their science lessons.

Activities:

Class teacher to recap on the different structures of non-fiction information texts.

Class teacher to model how to write facts learnt and recorded about rainforest animals and plants affected by deforestation caused by unsustainable palm oil farmers as a non-fiction text.

Class teacher to model structures within their book such as:

Introductory description of the book contents:

Features of the language: first, next, then, last, finally

Compare and contrast: what is alike and what is different

Cause and effect: when something makes things happen

Problem and solution: explain the problem and how it can be solved

N.B. The class teacher will also model layout, images, labelling and glossary.

Children could then write start to write their own non-fiction information text about rainforest animals and plants affected by deforestation and palm oil.

There is opportunity for the children to illustrate with images of their own art work, such as their own drawings, paintings, computing images and 3D sculptures.





	<p>N.B. These activities would need to take place over series of lessons.</p> <p>Resources:</p> <p>Non-fiction books about rainforest animals and plants.</p> <p>Various styled paper layouts for children to record their facts and illustrations upon.</p> <p>Model non-fiction book about rainforest animals and plants by class teacher, demonstrating thought processes, language features, layout and structure.</p>
<p>Reading - Comprehension: Recognising simple recurring literary language in stories and poetry.</p> <p>Writing - Composition: Writing poetry.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Expanded noun phrases to describe and specify [for example, the blue butterfly].</p>	<h2>Y2 – SPO – Poetry</h2> <p>Prior learning: Children should be familiar with poetry different structures and Chester Zoo's song 'The Sustainable Palm Oil Conga': www.chesterzoo.org/schools/resources/palm-oil-conga-singalong-video/</p> <p>Children should be familiar with palm oil and sustainable palm oil production such as from watching a range of videos by Chester Zoo or other CBBC videos www.chesterzoo.org/news/in-search-of-sustainable-palm-oil/</p> <p>Activities:</p> <p>Class teacher to model writing a sustainable palm oil poem, demonstrating their thought processes, explaining possible poetry language features, layout and structure options.</p> <p>Children could write their own poem about sustainable palm oil, this could be inspired by the lyrics of Chester Zoo's song 'The Sustainable Palm Oil Conga'.</p> <p>Children could write their poetry in an acrostic style; taking the first letter of CONSERVATION or SUSTAINABLE to start each line.</p> <p>Resources:</p> <p>'The Sustainable Palm Oil Conga' and talking through the song lyrics www.chesterzoo.org/schools/resources/palm-oil-conga-singalong-video/ www.chesterzoo.org/schools/resources/palm-oil-conga-notation/ and from reading poetry from Chester Zoo's recommended conservation books list (written for Chester Zoo by 'The Literacy Company').</p> <p>Model of sustainable palm oil poetry by class teacher, demonstrating thought processes from the conga lyrics to the language features, layout and possible structure.</p> <p>Virtual Zoo day acrostic resources for a range of rainforest animals: www.chesterzoo.org/schools/resources/?search=poem</p>

Reading - Comprehension:

Being introduced to non-fiction books that are structured in different ways.

Writing - Composition:

Writing for different purposes.

Writing - Vocabulary, Grammar and Punctuation:

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Y2 – The production of palm oil– Non-fiction

Prior learning:

Children would benefit from a visit from a Chester zoo ranger giving a workshop on SPO (or a video on SPO, showing artefacts, shop packaging and a talk on the importance of RSPO).

Activities:

Class teacher could read information from: Chester Zoo's 'Palm Oil fact cards' and from teacher and pupil notes taken during their Zoo ranger talks.

Children could watch an animated video about the supply chain:

www.chesterzoo.org/schools/resources/the-supply-chain-of-palm-oil/

Class teacher to model writing an information booklet on the production of palm oil, using all of this information.

After children could write a short information book about the production of palm oil.

Resources:

Pupil notes and class teacher notes about the production of palm oil.

Chester Zoo's palm oil fact cards.

Animated video about the supply chain of palm oil:

www.chesterzoo.org/schools/resources/the-supply-chain-of-palm-oil/

Model information book about the production of palm oil by class teacher, demonstrating thought processes, language features, layout and structure.

Reading - Comprehension:

Discussing the sequence of events in books and how items of information are related.

Writing - Composition:

Writing for different purposes.

Writing - Vocabulary, Grammar and Punctuation:

Sentences with different forms: statement, question, exclamation, command.

Y2 – SPO – Instructions

Prior learning:

Children should be familiar instructional text features and language.

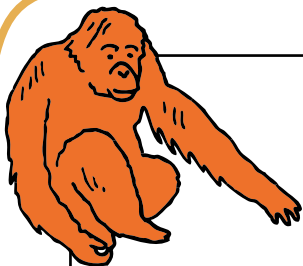
Activities:

Class teacher could recap on the features of instructional texts.

Class teacher should model how to write their own set of instructions for how to shop in a sustainable way; demonstrating their thought processes for sentence composition, language features, layout and structure.

Children could use the class teachers' example of instructions to write their own set of instructions.





Children could also look at the list of 'Common Names for Palm Oil' to see how palm oil is often labelled on food packaging.

Children could illustrate their instructions, labelling them.

Resources:

Model instructional text about how to shop in a sustainable way by class teacher.

Images of RSPO logos and packaging containing the logos.

'Common Names for palm oil' document

Reading - Comprehension:

Being introduced to non-fiction books that are structured in different ways.

Writing - Composition:

Writing for different purposes.

Writing - Vocabulary, Grammar and Punctuation:

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Y2 - The journey of palm oil – Non-chronological reports

Prior learning:

Children would benefit from knowing about the features and language style of non-chronological reports.

Children should also be familiar with the journey from the oil palm tree to our homes.

Activities:

Children could make notes of key facts about the journey from the oil palm tree to our homes from watching information on Chester zoo's the video clip 'The supply and demand of sustainable palm oil'. This animation can be paused at any time (see teacher notes below for more information on its key points).

Children could share their notes as a pair or as a group, adding to their list of notes as appropriate.

Class teachers should model writing a non-chronological report (using these notes) about the journey from the palm oil trees to our homes. The class teacher should demonstrate their thought processes in sentence composition, language features, layout and structure.

Children could then write their own non-chronological report on the journey from the palm oil trees to our homes.

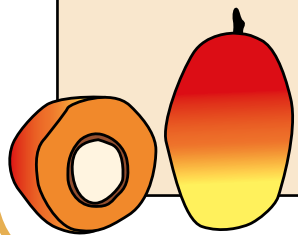
This report writing could take approximately 2 lessons, including all of the above activities.

Resources:

Simplified animated video on palm oil 'The supply and demand of sustainable palm oil':
www.chesterzoo.org/schools/resources/the-supply-and-demand-of-sustainable-palm-oil/

"As part of the Sustainable Palm Oil Challenge, this animation shows how the demands we make as consumers can have a knock-on effect to the rest of the supply chain."

A big topic for debate about the global market and how our choices as consumers might play a part in the rest of the supply chain".



Teachers may find these key points from the animation helpful in planning lessons, writing questions, facts or when doing a piece of guided writing about palm oil:

Narration for simplified video clip:
Palm oil supply chain

Palm oil is found in lots of everyday products we use.

It comes from the fruit of the palm oil tree and is one of the most efficient oils to produce...
(Animation of palm oil production figures)

...but how does it get from the tree to you?
(Animation of map of its journey)

At the moment most palm oil is produced unsustainably.

So, what's the problem with that?

Demand for unsustainable palm oil can lead to DEFORESTATION, POLLUTION, ANIMALS DYING OUT, AND UNHAPPY SITUATION for the planet.

So, can YOU make a difference?

Let's see. Have you ever had a look at the labels on the things you buy?

There's loads of information, symbols and sometimes ingredients and labels.

This information helps you make a choice about what to buy.

Now what do you think will happen if lots of people make the same decision?

Will their choice matter too?

Who is doing it! She's doing it too! DEMAND, LOOK! Your choice is having an effect...

RETAILERS, MANUFACTURERS, EXPORTERS, MILLWORKERS, HARVESTERS, PLANTATION ANIMALS

Their lives matter so your choice matters demand for sustainable palm oil can lead to less trees cut wildlife corridors for animals to move freely less pollution a happy outcome for the planet.

This is where YOU come in. YOU can make a difference.
You can check labels and buy a sustainable palm oil products. ✓

YOU Can support sustainable companies. ✓



	<p>YOU can take part in the sustainable palm oil challenge and get others involved.</p> <p>www.chesterzoo.org/palmoil www.chesterzoo.org/schools/resources/the-supply-and-demand-of-sustainable-palm-oil/</p> <p>Model non-chronological report about how the journey from the palm oil trees to our homes by class teacher, demonstrating thought processes in sentence composition, language features, layout and structure.</p>
<p>Reading - Comprehension: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Writing - Composition: Develop positive attitudes towards and stamina for writing by: writing for different purposes.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Learn how to use: some features of written Standard English.</p>	<p>Y2 - Writing to cafe owners - Letter writing</p> <p>Prior Learning: Children should be familiar with the impact of palm oil and sustainable palm oil on the environment and wildlife.</p> <p>Activities: Children could work in pairs or in a group to share why they think the café owners should use products containing the SPO certified logo.</p> <p>Children could take it in turns to share their ideas with the whole class, giving children the opportunity to speak and add to their notes.</p> <p>Class teacher should model writing a letter to a local café owner expressing some of the reasons why the children think they should use products containing the SPO certified logo.</p> <p>Children could then write their own letters to a local café owner, using their own ideas and maybe some of those gathered by the other children during their paired or group work.</p> <p>Resources: Paper for children to write their thoughts and ideas upon.</p> <p>Model letter to local café owners by class teacher, demonstrating thought processes in sentence composition, language features, layout and structure.</p>
<p>Reading - Comprehension: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Writing - Composition: Develop positive attitudes towards and stamina for writing by: writing about real events.</p>	<p>Y2 - Recount - of a SPO information event</p> <p>Prior Learning: Children should be familiar with the impact of palm oil and sustainable palm oil on the environment and wildlife.</p>

Writing - Vocabulary, Grammar and Punctuation :

Learn how to use: the present and past tenses correctly and consistently including the progressive form.

Children need to have held an SPO information session for parents and the community. (This event could be online or in person).

Activities:

Class teachers could help the children recall their SPO information session they recently had for parents and the community.

They should recall:

- positive things the visitors said
- the range of information shared
- how they presented the information
- and which parts of the presentation they presented or created

They could also share: photos of the event, video clips or notes and letters from parents and visitors.

The class teacher could model writing a recount for the children to use as a starting point or for inspiration.

Children could then write their own recount, using the learning points modelled as a point of reference.

Resources:

Model recount by class teacher, demonstrating thought processes in sentence composition, language features, layout and structure.

Photos of the event, video clips or notes and letters from parents and visitors.

Interesting or inspiring paper to record the recount upon (this could be on a piece of children's artwork).

Reading - Comprehension:

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Writing - Composition:

Develop positive attitudes towards and stamina for writing by: writing for different purposes.

Writing - Vocabulary, Grammar and Punctuation:

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Y2 – Sustainable Palm Oil – Write a promise / pledge

Activities:

Class teachers could talk to the children about the social, moral, spiritual and cultural (SMSC) aspects of living in a sustainable way. Including why it is important as individuals to consider the effects they are having on the environment, (giving the example of the positive impact of sustainable palm oil farming on endangered rainforest animals) so they can knowledgeably choose to make choices which will have a positive effect.

Children could reflect in pairs, or groups on living in a sustainable way and how different choices can help towards reducing the impact on the environment and wildlife.

Children to make different promise notes on something they personally promise to do; as a pair or group to share back to another pair or group. They could then use these (and any additional notes they make from listening to others) to help them write a promise for their school's 'promise tree'.

Children could record their promise on the outline of an oil shaped droplet.

Resources:

Promise / pledge template:

www.chesterzoo.org/schools/resources/sustainable-palm-oil-pledge/

Model promise / pledge by class teacher, demonstrating thought processes in sentence composition, language features, layout and structure.



Photo credit: Childer Thornton

Reading - Comprehension:

- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary .
- Making inferences on the basis of what is being said and done.
- Answering and asking questions.
- Participate in discussion about books..... and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Y2- Sustainable Palm Oil – Rainforest Information Text Reading

Over a series of guided reading sessions, the following activities are suggested:

Children could read factual information from CZ resources on rainforests and information texts on rainforest animals affected by deforestation, looking at their structure and layout, in comparison to other non-fiction books.

Children could use a dictionary to clarify word meanings of unfamiliar words they may encounter, making connections from these to know words. Personal collections of words could be made.

Children could be individually asked differentiated questions to test their reading comprehension, inference and retrieval skills.

Inspired by reading the information books, children could write (ask) their own questions about rainforests which they would like to find the answers to.

Children could have paired or group discussions on the rainforest books they read.

Children could explain their thoughts, understanding and opinions on what they have read about rainforests and palm oil production, as well as locate and retrieve facts from within the text, answering given questions from their teacher.

Resources:

Factual information on rainforests from Chester Zoo:

www.chesterzoo.org/schools/resources/?search=rainforest

and information texts from other sources on rainforest animals affected by deforestation, paper to record personal word collections upon, teacher differentiated questions (to test comprehension, inference and retrieval skills), dictionaries.



Year 3 - English National Curriculum Objective Links

Reading - Comprehension:

Retrieve and record information from non-fiction.

Writing - Composition

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording their ideas.

Draft and write by:

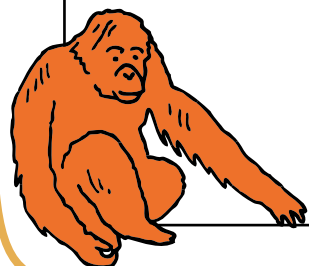
Organising paragraphs around a theme using simple organisational devices [headings and sub-headings].

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Learning Objective:

- To identify the focus for separate paragraphs.



Year 3 - SPO Ideas Overview

Y3 - SPO - Report Writing about an endangered rainforest animal affected by unsustainable palm oil production

Prior learning:

Several lessons will be needed prior to this on report writing. The children could also visit Chester Zoo to learn about the animals affected by deforestation in Borneo and Sumatra.

Introduction:

Review children's prior knowledge by asking, '*What do you know about endangered animals in Sumatra and Borneo?*' '*Do you know how the orangutan is endangered in Borneo and Sumatra?*'

Show the children the following video, 'Let's celebrate the wonderful orang-utan', to encourage the perfect ambience for a lesson focused on the orangutan: www.youtube.com/watch?v=ft2ntmJTm7Y

Review the features of a non-chronological report by asking the children, '*Can you list the features of a non-chronological report?*' The children should list these on white boards. Review and show the features of a non-chronological report using the Chester Zoo PowerPoint slide: 'The features of a non-chronological report'.

Activities:

Introduce the task of writing a report about an endangered animal, the orangutan, affected by the unsustainable palm oil production in Borneo. Show the children the following news clip from 'Newsround': 'Palm oil: How is it affecting orangutans?' www.bbc.co.uk/newsround/39514977

The children can be given differentiated fact sheets and/or cards about the orangutan. The cards will involve information about the orangutan, where it lives, what it eats, how it behaves and how it is being affected by the growth of unsustainable palm oil.

In pairs, the children should read the cards and try to identify the main ideas in the fact cards e.g. information about the orangutan's food, where they live.

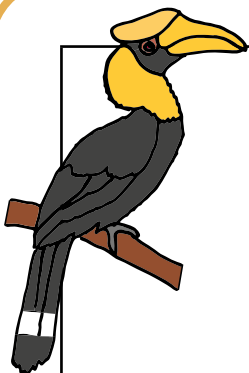
Teacher to model how to do this and then write the main ideas for the fact card on post-it notes next to each card. Can the children change these ideas into questions for sub-headings e.g. What food does the orangutan eat? The children may decide to group different ideas under the one question. The questions should be written on whiteboards.

Mini Plenary:

Review what has been achieved by asking differentiated questions:
e.g. *Can you give an example of one of the main ideas in the fact cards?*
What kinds of questions have you devised for your sub-headings?

Collate examples of questions. It is envisaged that the questions/ sub-headings will be similar to the following:

- Introduction
- Where does the orangutan live?



- What does the orangutan need to survive/ eat?
- How does it behave?
- What are the threats to the orangutan?/ Why is unsustainable palm oil production affecting the orangutan?

Model inserting the sub-headings into a blank planning sheet, 'Non-chronological Report Plan'. (Shared write). Model how to insert the basic facts under each of the sub-headings on the planning sheet. Explain that more information may be added later. (N.B. the planning sheet could be photocopied on to A3 paper).

Plenary:

Review example planning sheets created by the children against the learning objective and success criteria.

Assess through differentiated questioning:

e.g. *Can you give three main ideas within the fact cards?*

Can you give an example of a question that you devised from one of the main ideas (for a sub-heading)?

(see detailed lesson plan for more) The children shall hopefully be able to predict that they will be using further resources to add information to their plan, before writing the report

Resources:

PowerPoint: 'Features of a Non-chronological Report'

'Let's celebrate the wonderful orang-utan': www.youtube.com/watch?v=ft2ntmJTm7Y

'Palm oil: How is it affecting orangutans?' www.bbc.co.uk/newsround/39514977

'Orangutan Fact Cards'

'Palm Oil Fact Cards' - THREE LEVELS

Optional resource for more able learners; 'Important Facts about Sustainable Palm Oil' SHORT FACTS CARDS.

'Non-Chronological Report Plan' (photocopied on to A3 paper)

IWB/ teacher whiteboard

Teacher background learning website: www.chesterzoo.org/schools/resources/palm-oil-perspectives-plantations/

Writing - Composition:

Plan their writing by: discussing and recording ideas.

Draft and write by: organising paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Y3 - SPO - Report writing - the rights of the animals to the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Facts can be obtained from CZ fact files) (See lesson plan for more details)

N.B. This plan gives the children greater autonomy over the structure and content of their reports than the lesson plan

Proof-read for spelling and punctuation errors.

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Learning Objective:

- To plan the main structure of a report.

requiring the children to create a report about an animal affected by deforestation in Borneo and Sumatra. In the latter, the children learn how to organise given facts into paragraphs with sub-headings, before they are able to research additional information.

Prior learning:

In Science lessons, the children may have learned how animals need to survive and the importance of a diverse food source and about the plight of the orangutan and how its food source is being depleted through deforestation for crops, such as palm oil.

In English lessons, it is hoped that the children have learnt to recognise the main features of non-chronological reports, how to group information in to paragraphs and practised identifying key information in non-fiction texts.

In English lessons, the children could role play a community of people who have always lived and worked the land to live. A rich landowner takes over the area and starts to destroy their homes and livelihoods. This could lead to a discussion about the rights of the people who have always lived there.

Introduction:

Show the news clip from 'Newsround':

'Palm oil: How is it affecting orangutans?' www.bbc.co.uk/newsround/39514977

Ask the children: '*What rights should orangutans have in the Bornean rainforest?*'

Mixed ability pairs of children could then pretend to be an orangutan, explaining their rights to the other person, starting with the words: *I have the right to...*

The children could list their ideas together on a whiteboard.

Alternatively, if the children had undertaken the Drama activity (above) the rights of people could be compared and contrasted to that of an orangutan, on whiteboards or on large sheets of paper, using marker pens, in groups.

See detailed lesson plan for more ideas.

Activities:

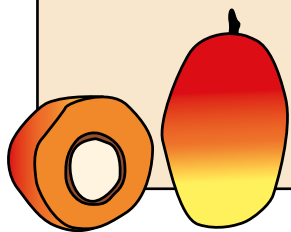
Explain to the children they will be writing a report about the rights of orangutans in the rainforest in Borneo, planning the structure of the report from their own initial ideas. Teacher could review the features of a non-chronological report using the PowerPoint: 'Features of non-chronological reports'.

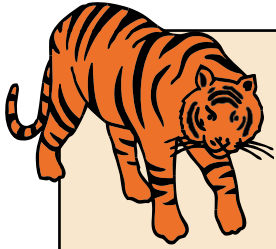
For this lesson, explain that the children should write the rights of an orangutan on post it notes in mixed ability pairs, as sub-headings for their report. Explain that it may be appropriate to group some rights together. Model this and demonstrate how the children could put these in a suitable order e.g.:

The right of orangutans to live in their home environment.

The right of orangutans to their varied/ diverse food and water.

The right of orangutans to their habitat not being destroyed.





N.B. Lower and average ability children may need further support with the grouping of their ideas in sub-headings. Give the children adequate time to carry out this activity. Pairs of children could share their ideas with other pairs of children to assess the effectiveness of the sub-headings and to suggest improvements.

Mini Plenary:

Review some of the children's suggestions through questioning e.g. *'What sub-headings have you devised?'* *'Can you name a sub-heading that would group information together?'*

Model how to write these on to the planning worksheet. The children might need to add a further sub-heading e.g. *'What can we do to help?'* that could be written at the end of the report. (If necessary, discussion about sustainable palm oil production can be explained in subsequent lessons.)

Give the children time to write their sub-headings on to their planning sheets. If time allows, they can also include notes on what they will be writing about in the introduction and summary paragraphs, following modelling by the teacher. The teacher could ask: *'What do you think would be suitable content for the introduction?/ the summary paragraph?'*

Plenary:

Review the learning objective and success criteria. Assess the children through differentiated questioning (see lesson plan for more details).

Resources:

'Palm oil: How is it affecting orangutans?' www.bbc.co.uk/newsround/39514977

Non-chronological Report Plan (photocopied on to A3 paper)

Whiteboards and whiteboard pens

A3 paper and marker pens

IWB/ teacher whiteboard

Teacher background learning website: www.chesterzoo.org/schools/resources/palm-oil-perspectives-plantations/

Reading - comprehension:

Retrieve and record information from non-fiction.

Using dictionaries to check the meaning of words that they have read.

Y3 – SPO – Retrieve information

Activities:

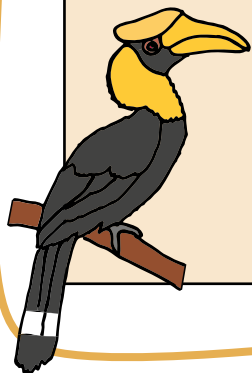
Children could read and retrieve information from the factual information given by Chester Zoo in the resource: 'Sustainable-Palm-Oil-Campaign-Booklet' answering simple questions given by their teacher.

Children could use dictionaries to check the meaning of words that they have read and are unsure of.

Children could also complete a wordsearch made by Chester Zoo, containing the wide range of SPO vocabulary they can expect to encounter.

	<p>Resources: www.chesterzoo.org/schools/resources/Sustainable-Palm-Oil-Campaign-Booklet/ www.chesterzoo.org/schools/resources/sustainable-palm-oil-word-search/ Children's dictionaries.</p>
<p>Reading - Comprehension: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Writing - Composition: Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Y3 – Endangered by PO - Poetry about an endangered rainforest animal</p> <p>Prior learning: Children would benefit from a visit to Chester Zoo to see the animals in the Monsoon Forest and the Tropical Realm. Children could be familiar with the lyrics of the song 'Truth to Power' by OneRepublic.</p> <p>This song has been learnt and performed by Childer Thornton Primary School with the singer/ song writer Ashley Fayth. A snippet of it can be watched on the school's Twitter feed here: twitter.com/ChilderThornton/status/1006640151257341952?s=20</p> <p>Children would benefit from being familiar with poetry styles and layout. Children should be familiar with endangered rainforest animals</p> <p>Activities: Children could be inspired to write poetry by:</p> <ul style="list-style-type: none"> - reflecting on photos from a visit to Chester Zoo to see the endangered animals whose natural habitat is the rainforest of Sumatra or Borneo; - reading poetry from Chester Zoo's recommended conservation book list (written for Chester Zoo by 'The Literacy Company'); - and listening to, studying and singing the lyrics to the song 'Truth to Power by OneRepublic' (2002). <p>Class teacher to model writing an endangered animal poem, demonstrating their thought processes in sentence composition, language features, layout and structure.</p> <p>Children could write and perform a poem about an endangered animal.</p> <p>Resources: Teacher model poem on an endangered animal.</p> <p>'Truth to Power' song and lyrics by OneRepublic (2002), American Pop Rock Band.</p>





Truth to Power Full Lyrics:

I could tell you I was fragile
 I could tell you I was weak
 I could write you out a letter
 To tell you anything you need
 I've seen minutes turn to hours
 Hours turn to years
 And I've seen truth turn to power
 If you could see me the way I see you
 If you could feel me the way I feel you

You'd be a believer
 You'd be a believer

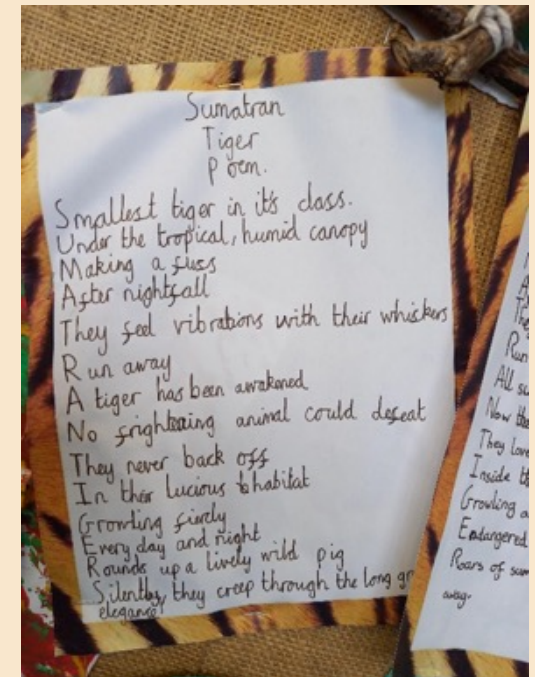
Minutes turn to hours
 Hours turn to years
 And I've seen truth turn to power
 I could tell you I was ageless
 But I know you see the light
 I could tell you I'm immune to everything
 But that's a lie
 Dust don't turn to flowers
 Skies don't disappear
 But I've seen truth to power
 Oh, if you could see me the way I see you
 If you could feel me the way I feel you

You'd be a believer (believer)
 You'd be a believer (believer)
 You'd be a believer (believer)
 You'd be a believer (believer)

Hard to keep goin' on (hard to keep goin' on)
 I said it's hard to keep goin' on (hard to keep goin' on)
 It's hard to keep goin' on (hard to keep goin' on)
 If you could see me the way I see you
 If you could feel me the way I feel you

You'd be a believer
 You'd be a believer
 You'd be a believer
 Be a believer
 Be a believer (believer)
 You'd be (be a believer)

Minutes turn to hours
 Hours turn to years
 And I've seen truth turn to power



Example of KS2 poetry from
 Lockstock Gram C of E Primary School

**Reading - Comprehension:**

Identifying how language, structure, and presentation contribute to meaning.

Writing - Composition:

Discussing and recording ideas.

Writing - Vocabulary, Grammar and Punctuation:

Develop their understanding of the concepts: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Y3 – SPO Purchase – Persuasion - Poster

Prior learning:

It would be helpful if children were already familiar with the use of slogans to get across a key message to consumers, to help the message they want to give 'stick'.

Children could research at home in to the different products they have in their cupboards which name palm oil on the contents.

Children could watch this video:

<https://www.chesterzoo.org/schools/resources/palm-oil-perspectives-consumers/>

Activities:

Children could identify key points and look at examples of slogans used in successful poster or business campaigns

Children could identify the language, structure, and presentation used on posters and use this style in draft designs for their own poster.

Children could share ideas as a group about what their key message to consumers of palm oil products is.

Children to design and make a poster individually (or as a pair) persuading shoppers to purchase SPO products.

Posters could be displayed in local supermarkets, in agreement with managers/head office.

Resources:

'Common names for palm oil' document.

Model poster by class teacher, demonstrating thought processes in language, layout and structure.

Large sheets of paper to draw poster designs upon and colourful art materials to illustrate with.

Children could use the template from the Chester Zoo website to record their draft of their poster:

www.chesterzoo.org/schools/resources/sustainable-palm-oil-poster-template/

<https://www.chesterzoo.org/schools/resources/palm-oil-perspectives-consumers/>

Reading - Comprehension:

Retrieve and record information from non-fiction.

Writing - Composition:

Organising paragraphs around a theme.

Writing - Vocabulary, Grammar and Punctuation:

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Y3 – SPO – Write a detailed Information text on Sustainable Palm Oil

Prior learning:

Children could visit to Chester Zoo in person or online, to learn facts about the animals affected by deforestation because of the unsustainable palm oil production in Borneo or Sumatra.

Children could research for homework about the range of products which contain palm oil using the 'Common Names for Palm Oil' document to support them.

Children should already be familiar with the layout of information texts.

Activities:

Children could look at the typical features of an information text modelled by their class teacher (structure, vocabulary and grammar, as well as the appropriate use of nouns).

Children could also use Chester Zoo's 'fact posters', 'fact cards' and INFO graphics 1, 2 & 3 on Palm Oil for facts.

This could be inspired by a school visit from a Chester Zoo ranger (in person or online) or from reading SPO information booklets off Chester Zoo's website and other reliable online sources.

Resources:

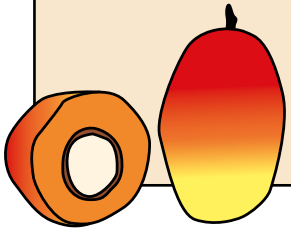
Model information text about the production of unsustainable and sustainable palm oil by class teacher, demonstrating thought processes in sentence composition, language features, layout and structure.

Criteria for typical features of an information text.

SPO fact cards (Three levels), SPO fact posters and INFO graphics 1, 2, & 3 leaflets:

www.chesterzoo.org/schools/resources/palm-oil-fact-poster/

<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/>



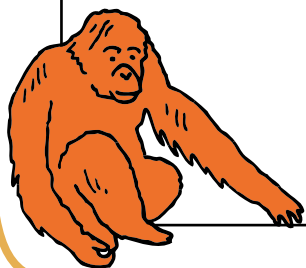
Year 4 - English National Curriculum Objective Links

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building on the contributions of other.

Learning Objective(s):

- To explore different viewpoints when making a decision.



Year 4 - SPO Ideas Overview

Y4 – SPO – Retrieve information - Explore different viewpoints when deciding whether to change to more sustainable farming (See lesson plan for more details)

Prior learning:

Children should ideally be familiar with different types of persuasive texts and the features of persuasive writing.

Activities:

Class teacher to explain the answers to: *What do we mean by sustainable palm oil?* (see detailed lesson plan for possible explanation)

Children to be asked questions such as:

Why would small holders resist changing (try not to change) to more sustainable farming practices?

If you were trying to change smallholders' minds, what might you say to them?

The children may be able to give some answers e.g. fewer trees may be cut down; it is better for the environment etc.

Introduce the PowerPoint: 'Why might it be difficult to change farming methods to produce oil palm?' following notes

Ask children: *Will it be very difficult to persuade the smallholder? Why?*

Explain how the Conscience Alley activity will work (see detailed lesson plan for activity guide)

Prior to the activity, the children should work in mixed ability groups of about 3 or 4 children. They should be told whether they will be the RSPO members or the workers/ local people and therefore should be for or against changing farming practices respectively. They will be given one of two worksheets:

'Reasons for changing to more sustainable methods of farming' or

'Reasons against changing to more sustainable methods of farming.'

The children should plan what they might say to the smallholder when he walks past them two or three times (up and down the alley). Encourage the children to think of further arguments, if possible.

If time allows, the group can switch roles to give other children the responsibility of persuading the smallholder.

Class teacher to review the learning objective and activity explaining that different people are influenced in different ways. The same arguments may lead to a different decision by different people. Contrast to e.g. elections.

Ask the smallholder:

What arguments were you given on either side of the argument for a particular issue e.g. cutting down trees?

Which argument was the stronger for you?

What decision would you make? Why?

Which arguments may have persuaded you to change this decision?

Ask the children differentiated questions e.g.:

Can you give two different viewpoints for a particular situation e.g. cutting down trees?



*What other reasons were given for ... (e.g. not spending the money on new farming methods)?
Did you think of further arguments, as a result of listening to the Conscience Alley advice? What were they?
Can you give an example of an argument that might persuade someone to make a different decision from you?*

Review the success criteria.

In summing up the activity, ask the children:
What type of arguments were you giving the smallholder to make him/ her do what you wanted?

Hopefully, the children will recognise that the arguments were *persuasive*.

What do the children think they might be doing in the next session? Hopefully, they will recognise that they might be doing some kind of persuasive writing.

Resources:

PowerPoint: 'Why might it be difficult to change farming methods to produce oil palm?'

Worksheets: 'Reasons for changing to more sustainable methods of farming.'

'Reasons against changing to more sustainable methods of farming.'

Our position on palm oil:

www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/our-position-on-palm-oil/

Chester Zoo's campaign that has led to Chester being the first sustainable palm oil city:

www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/sustainable-palm-oil-city/

Writing:

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements.

Y4 – SPO – Persuasive writing – To write persuasive sentences about sustainable palm oil.
(See lesson plan for more details)

Prior learning:

Children should already be familiar with different types of persuasive text and their features.

It would be helpful if children have also explored different viewpoints on sustainable farming.

Activities:

Teacher to recap on what makes a good persuasive argument.

Children to share their knowledge of: 'What is palm oil?' 'Why is it useful?' 'Why is it good' and 'When can it be bad?'

Class teacher should explain the criteria for sustainably produced palm oil and why it is considered important to have sustainable oil palm plantations.

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take.

Learning Objective(s):

- To write persuasive sentences.

Children to share in groups important facts about sustainable palm oil/ sustainable oil palm plantations on fact cards: 'Important facts about sustainable palm oil'.

Children to share their ideas for criteria for persuasive writing and class teacher to check and remind them of/ introduced them to the features of persuasive letters.

With partners children could take a written fact card and orally compose a sentence about it before writing it down. (Class teacher to model how to do this using a fact card and choosing from persuasive features). Children will then use the feature of persuasive language to write a persuasive sentence, using the fact given. Children to write at least three sentences, using different persuasive language features each time (unless combined with a new feature in a sentence). Children can share their sentences with their group and assess the effectiveness of each other's writing and make alterations, if necessary. Children could choose an impressive sentence to share with the class.

Class teacher to then model how to take their persuasive arguments and compose a letter to a supermarket CEO to persuade them to buy products which contain RSPO. This letter will have an introductory paragraph and final closing sentence or paragraph.

Resources:

Model persuasive letter, demonstrating thought processes in sentence composition, language features, layout and structure.

PowerPoint: 'Writing persuasive sentences: Why use sustainable Palm Oil Products?'

'Important Facts about Sustainable Palm Oil CARDS'

For teacher information:

Chester Zoo: 'Sustainable Palm Oil Campaign Booklet':

www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/

Chester Zoo: 'Act Today to protect wildlife'

www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/

Chester Zoo: Palm Oil Perspectives What can YOU do?

<https://www.chesterzoo.org/schools/resources/palm-oil-perspectives-consumers/>

Reading - Comprehension:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Writing - Composition:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Writing - Vocabulary, Grammar and Punctuation:

Using the present perfect form of verbs in contrast to the past tense.

Y4 - Explanation text - on what is PO, what is the effect of PO production on rainforest animals and the environment

Prior learning:

Children should be familiar with facts about the animals affected by deforestation because of the unsustainable palm oil production in Borneo or Sumatra.

Children should be familiar with the features of explanation texts.

	<p>Activities: Children should be given time to read information books or leaflets on palm oil.</p> <p>Children could write the facts they can recall or have learnt as a group and share these with the rest of the class, adding to their 'collection' of facts about the effects as and when new ones are evident.</p> <p>Class teacher to model organising their writing of an explanation about the effects of unsustainable palm oil production on rainforest animals and the environment.</p> <p>Children could then use this model to support them write their own explanation text.</p> <p>Resources: A range of information and texts, such as Palm oil fact files and other educational resources: www.chesterzoo.org/schools/resources/Sustainable-Palm-Oil-Campaign-Booklet/ www.chesterzoo.org/schools/resources/?search=palm+oil SPO fact cards (Three levels), www.chesterzoo.org/schools/resources/palm-oil-fact-poster/ The Basics Paper to record group fact work upon.</p> <p>Model explanation text about the production of unsustainable and sustainable palm oil by class teacher, demonstrating thought processes in sentence composition, language features, layout and structure.</p> <p>Pre written questions from the class teacher about information class teachers feel is age appropriate from over 20 different educational resources linked here: www.chesterzoo.org/news/in-search-of-sustainable-palm-oil/</p> <p>WWF sustainable palm oil: wwf.panda.org/discover/our_focus/food_practice/sustainable_production/palm_oil/responsible_purchasing/</p>
<p>Reading - Comprehension: Identifying how language, structure, and presentation contribute to meaning.</p> <p>Writing - Composition: Discussing and recording ideas.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Develop their understanding of the concepts: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Y4 – SPO - Create poster about a specific product that contains SPO. Focus on presentation techniques e.g. exaggeration, alliteration etc.</p> <p>Prior learning: Children should be familiar with the facts of sustainable and unsustainable palm oil farming and the labelling logos to indicate the palm oil has been certified as being sustainably produced.</p>

	<p>Activities: Class teacher to help children to recall facts from previous lessons on sustainable and unsustainable palm oil farming and teach them about the importance of labelling products with the named ingredients and logo to indicate that it has been sustainably produced.</p> <p>Children to recall their persuasive sentence work from previous English lesson (see lesson plan).</p> <p>Children could identify key points and look at examples of slogans used in successful poster or business campaigns with exaggeration and alliteration.</p> <p>Children could in pairs or a group identify the language of exaggeration, structure of alliteration, and presentation used on posters and use this style in draft designs for their own poster.</p> <p>Children could share their findings with the class.</p> <p>Children could plan out as a pair or group about how to get the key message to consumers of looking for SPO labels before they buy.</p> <p>Children to design and make a poster individually, as a pair or group (depending on ability or teacher preference) persuading shoppers to purchase for products with SPO ingredients, not non SPO.</p> <p>Posters could be displayed in local supermarkets, in agreement with managers/head office.</p> <p>Resources: ‘Common names for palm oil’ document.</p> <p>Model poster by class teacher, demonstrating thought processes in language, layout and structure of alliteration and exaggeration.</p> <p>Other examples of alliteration slogan campaigns by cereal or supermarket manufacturers.</p> <p>Large sheets of paper to draw poster designs upon and colourful art materials to illustrate with.</p> <p>Children could use the template from the Chester Zoo website to record their draft of their poster: www.chesterzoo.org/schools/resources/sustainable-palm-oil-poster-template/ https://www.chesterzoo.org/schools/resources/palm-oil-perspectives-consumers/</p>
<p>Reading - Comprehension: Identifying how language, structure, and presentation contribute to meaning.</p> <p>Writing - Composition: In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p>Y4 - SPO - Newspaper report writing - on the effect of deforestation on animals</p> <p>Prior learning: Children could roleplay being a newsreader on the television, this is written in a similar style to a newspaper report and would give them the language style to enrich their vocabulary.</p> <p>Children should be familiar with facts about deforestation.</p>

Writing - Vocabulary, Grammar and Punctuation:

Using conjunctions, adverbs and prepositions to express time and cause.

Activities:

Teacher to recap on what makes a good newspaper report.

Children could write a newspaper report about the effect of deforestation on the animals.

Children to share in groups their thoughts on the effect deforestation has on animals.

Class teacher to model roleplaying and taking these facts and turning them in to newspaper formal style sentences.

Children to practice role playing and also write these in to report style, with correct tense and formal vocabulary.

Class teacher to check and remind them of/ introduced them to the features of report style reporting.

Resources:

Model newspaper report, demonstrating thought processes in sentence composition, language features, layout and structure.

E schools Today - What is deforestation?

<https://eschooltoday.com/learn/what-is-deforestation/>

Reading - Comprehension :

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Writing - Composition :

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Writing - Vocabulary, Grammar and Punctuation :

Using conjunctions, adverbs and prepositions to express time and cause.

Y4 - SPO - Poetry - about deforestation caused by unsustainable palm oil production

Prior learning:

Children should be familiar with facts about unsustainable production of palm oil and its effects on the environment and animals.

Activities:

Children could write a poem about deforestation caused by unsustainable palm oil production Children's poetry could be inspired by a visit to Chester Zoo, the Chester Zoo Conga song or from reading poetry from Chester Zoo's recommended conservation book list. (Written for Chester Zoo by 'The Literacy Company').

Class teacher to model writing a class poem with the involvement of children in improving and altering vocabulary

Children could draft their own poetry and share them with a partner, making suggestions for improvement and pointing out good features.

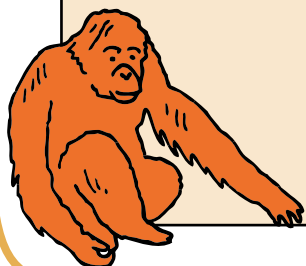
Children to write out their redraft upon a piece of their own artwork.

Resources:

Model poem, demonstrating thought processes in sentence composition, language features, layout and structure.

Chester Zoo's Conga song music video:

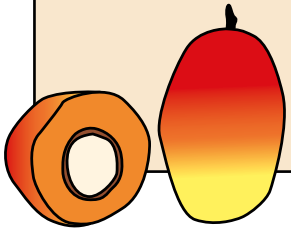
www.chesterzoo.org/schools/resources/palm-oil-conga-singalong-video/



Chester Zoo's Conga song music notation:
www.chesterzoo.org/schools/resources/palm-oil-conga-notation/



Example of KS2 poetry from Lockstock
Gralam C of E Primary School



Year 5 - English National Curriculum Objective Links

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Articulate and justify arguments answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Learning Objective(s):

- To understand roles and issues within a specific debate.

Year 5 - SPO Ideas Overview

Y5 - SPO - Debate – Understanding roles and issues within a debate, based on the pros and cons of Palm Oil production. Seen from various viewpoints.

Prior learning:

It would help if children were familiar with debates. See 'The Noisy Classroom: Primary School Debates' (Resources), different debate texts and persuasive writing techniques.

Introduction:

Using the PowerPoint: 'Understanding roles and issues within a specific debate' (see lesson plan and resources) to guide the teaching of the lesson.

Introduce the learning objective and success criteria. Ask the question: '**What is a debate?**' and respond appropriately to children's answers. Explain the concept of a debate, and the term 'motion of a debate' and how people may be in the proposing team (in favour of the motion) or the opposing team (against or disagree with the motion). Give the children time to process what this means.

Introduce the motion of the debate for the lesson: "*This house believes that palm oil plantations should be sustainable.*"

Using the PowerPoint introduce what palm oil is and what is meant by 'sustainable plan oil.'
Ask the children the questions:

'What is palm oil?' 'What is sustainable palm oil?' Responding appropriately to their replies.

Show the children the CBBC Newsround video: Palm oil: What is palm oil and which foods and products contain it?' (See 'Resources'). This introduces basic issues that arise from producing palm oil.

Using the PowerPoint, reveal information about sustainable plan oil.

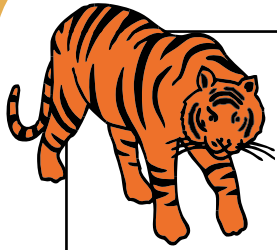
Emphasise that sustainable palm oil is palm oil produced by responsibly interacting with the planet to maintain the natural resources i.e. by not cutting down the forests and burning the trees and vegetation and not reducing the animal and plant population or biodiversity. Sustainability also ensures that future generations continue to have their needs met.

Activity:

Give out cards from 'Debate cards on sustainable palm oil v unsustainable palm oil'. Ensure there are roughly equal numbers in favour of or against the motion. The cards give the children a role to play in the debate e.g. a logger or a conservationist. (See plan for more guidance on how to use the cards)

Give the children time to discuss their card and their role with their partner or another child, to make certain they understand their role and the viewpoint they should take. Encourage them to ask for help if they need it.
Ask the children: '*Can you think of arguments already that will be relevant to your side of the argument?*'





Plenary:

Ask the children to feedback following their discussion of the card(s) they discussed with another child. Ask: 'What is your role? What side of the argument will your character take and why?'

'What arguments can you think of already that will be relevant to your side of the argument?'

Review the learning objective and success criteria. Ask differentiated questions: 'What is a debate?' 'If the motion is: 'This house believes that children should be allowed to vote in the General Election at 16':

- What would it mean to be in favour of the debate?
- What would it mean to be against the debate? (see lesson plan for more questions)

Hopefully, the children will realise that they will need to research the information and make notes, prior to writing their debate speech.

Resources:

PowerPoint: 'Understanding roles and issues within a specific debate'.

'Debate cards on sustainable palm oil v unsustainable palm oil'. 'Causal and contrasting conjunctions mat, Paper or a workbook. Pencils/ pens.

The Noisy Classroom: Primary School Debates:

<https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/>

'BBC Newsround: What is palm oil and why is it thought to be bad?' <https://www.bbc.co.uk/newsround/39492207>

Reading comprehension:

- Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Pupils should be taught to explain and discuss their understanding of what they read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Pupils should be taught to provide reasoned justifications for their views.

Writing - composition:

- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

Y5 - SPO - Retrieve information - from fact files, videos and leaflets from CZ and other reliable sources on SPO and write a report about these findings and/ or use notes for debate scripts. Compare and contrast to South American palm oil plantations - see Geography.

Prior learning:

Children will be introduced to the concept of a debate (See lesson: 'Understanding the roles and issues within a debate.'). The children can watch a debate online to see how it occurs. See 'The Noisy Classroom: Primary School Debates' (Resources). Children should be introduced to persuasive texts and writing e.g. letter writing and discussion texts (giving a balanced argument). They should also have experienced persuasive writing techniques, SPAG lessons involving causal and contrasting conjunctions and how and when to use modal verbs.

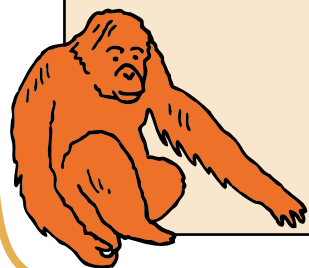
The children could be given lessons to introduce the techniques into debate writing such as:

- writing a good opening statement introducing an argument and using causal conjunctions to connect ideas.
- linking paragraphs and ideas using a range of different conjunctions.

- Draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

Learning Objective:

- To research information for debate writing.



- using modal verbs to change the meaning of verbs to prepare them for writing an argument for a debate.

Introduction:

Use the PowerPoint: 'Researching information for debate writing' to guide the teaching of the lesson.

Ask the question: '*What is meant by sustainable and unsustainable palm oil?*'

If necessary, re-emphasise that sustainable palm oil is palm oil produced by responsibly interacting with the planet to maintain the natural resources i.e. by not cutting down the forests and burning the trees and vegetation and not reducing the animal and plant population or biodiversity. Sustainability also ensures that future generations continue to have their needs met.

Introduce the learning objective and success criteria for the lesson. Explain that during this session, the children will be focussing on carefully reading and collecting (collating) the information they need to argue for or against the motion. Explain to the children some documents they will be given will be in favour of sustainable palm oil and some in favour of unsustainable palm oil, although there may be documents that can be used for either side of the argument.

Emphasise the need to not only find points for and against, but also to find evidence, details or examples, if possible. Along with obvious points on their own side of the argument, encourage the children to indicate through annotations or notes, points on the other side of the argument which they could refute (prove wrong by their argument or evidence), if possible. Ask the children: '*Can you think of an example argument for the motion?*'

'Can you think of an example argument against the motion?'

Slide 5 gives advice as to how to collate the information, explaining how it is helpful to highlight or underline relevant information, prior to writing notes. It also explains that annotations to summarise the main points are also useful and that the teacher will model how to do this in a specific role that favours sustainable palm oil production. The information collated can then be used to write bullet points.

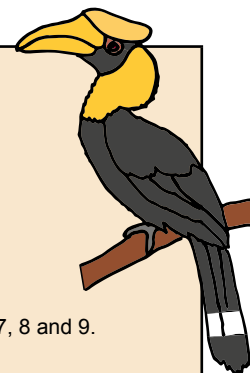
Slides 6 and 7 give examples of labelling and annotations that could be made when researching information from a particular viewpoint, in role. Annotations could relate to the debate speech structure or arguments and may involve annotating thoughts or summarising the main points. Slide 8 shows how the underlining or highlighting of important information should occur. Further example annotations could be added to the information on these slides. There is more guidance and exemplars on the slides 7-8.

Activity:

The children should be given time to read, label and annotate the resources. The children should then make notes in bullet points related to their side of the argument, in role, using the annotations, labelling or highlighting/ underlining to help them. All the children should at label and annotate information sheets, writing important notes (suggested differentiation on lesson plan).

Plenary:

Review the learning objective and success criteria by asking a range of questions: 'Can you explain your role? Are you for the motion or against the motion?' 'What have you learnt from your research that would support your argument?' (See lesson plan). Ask the children: 'What do you think you will need to do next, to prepare for the debate?' Hopefully, the children will realise that they will need to structure their ideas further. Explain that they will be using planning sheets to do this.



Resources:

PowerPoint: 'Researching Information for Debate Writing'.

Chester Zoo Sustainable Palm Oil research documents: 'What is palm oil research worksheet'.

'What's good about palm oil research worksheet'. 'What's bad about palm oil research worksheet'.

'SPO the Challenge research worksheet.' 'Summary of Sustainable Palm Oil'.

Example documents from those above for the teacher to annotate, particularly those shown on slides 7, 8 and 9.

Y5 Reasons for and against changing to more sustainable methods of farming worksheet'.

Paper or a workbook. Pencils/ pens. The Noisy Classroom: Primary from a School Debates
<https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/>

WWF: 8 Things to know about palm oil: www.wwf.org.uk/updates/8-things-know-about-palm-oil

Greenpeace: Palm Oil: www.greenpeace.org.uk/challenges/palm-oil/

Reading comprehension:

- Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Explain and discuss their understanding of what they read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Writing - composition:

- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by:
 - Using a 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).

Y5 – SPO – Debate – Following on from understanding roles in a debate and retrieving information needed (see English 1 and 2), plan a debate speech.

Prior learning:

Children will be introduced to the concept of a debate (See lesson: 'Understanding the roles and issues within a debate.'). The children can watch a debate online to see how it occurs. See 'The Noisy Classroom: Primary School Debates' (Resources). Children should be introduced to persuasive texts and writing e.g. letter writing and discussion texts (giving a balanced argument). They should also have experienced persuasive writing techniques, SPAG lessons involving causal and contrasting conjunctions and how and when to use modal verbs.

The children could be given lessons to introduce the techniques into debate writing such as:

- writing a good opening statement introducing an argument and using causal conjunctions to connect ideas.
- linking paragraphs and ideas using a range of different conjunctions.
- using modal verbs to change the meaning of verbs to prepare them for writing an argument for a debate.

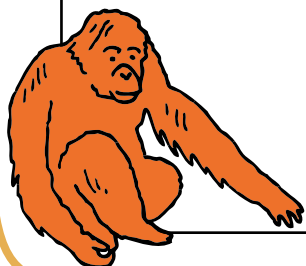
The children will have researched the information for this lesson by labelling, annotating and making notes from a range of resources. See lesson 'Researching information for debate writing.'

Introduction:

Use the PowerPoint to guide the lesson: 'Creating a plan for a debate speech' to guide the teaching of the lesson.'

Learning Objective:

- To plan a debate speech.



(see lesson plan and notes in each slide for guidance). Ask the children to recall learning from previous literacy lessons on debate and creating notes for speeches they will need to give during the debate.

Ask the children: *'What is the motion of the debate you will be taking part in?'* *'What have you achieved so far?'*

Take feedback, respond and then introduce the learning objective and success criteria (slide 3).

Explain how to transfer written notes on to a planning sheet they will be using for a persuasive argument (slide 4 and 5)

The children should feedback their ideas and suitable headings can be written on a class whiteboard to support the children's writing.

Example sub-headings for someone advocating sustainable palm oil production:

- Deforestation of the rainforest and plant life
- Reduction of animal numbers and biodiversity
- Environmentally unfriendly
- Etc.

Example sub-headings for someone advocating unsustainable palm oil production e.g.

- Traditional methods work well and are cheap
- Difficulty in changing farming methods
- Expense
- Training
- Etc.

Activity 1:

Give the children about 5 minutes to write suitable headings for the planning sheets: 'Persuasive Argument Planning Sheet 1' and 'Persuasive Argument Planning Sheet 2', as described above.

Mini Plenary:

Explain to the children how the planning sheets (using slides 4, 5, 6&7) 'Persuasive Writing Argument Planning Sheet 1' and 'Persuasive Writing Argument Planning Sheet 2' should be completed.

Model with the children how to use suitable information from the research they achieved in the previous session to include important points in an introduction and conclusion sections. Also, model how to write an important argument point. Back up with evidence/ examples. Demonstrate how the children can include powerful nouns, adjectives, verbs and adverbs within their sentences, in preparation for the final writing of their speeches.

Preferably use a child's notes and planning sheet to model, with the support of the children. The writing will need to occur from the perspective of the child's role e.g. a logger and will be for or against the motion. N.B. The sub-heading is to outline the focus of the specific argument and will not play a part in the speech itself.

Activity 2:

See slide 8. The children will be told to complete each section of their planning sheets, as modelled previously. Remind the children that they should try to back up their points with evidence, details or examples, if possible.

Using slide 8, re-introduce the learning objective and success criteria. Differentiate the work: All should include notes for an introduction and conclusion and should write notes under suitable headings created earlier to support their argument. They should:

* Use powerful nouns and adjectives. (To be given support).

**Include evidence and examples where possible and powerful nouns, adjectives and verbs.

***See above. Also include powerful adverbs. Evidence and examples should include arguments to refute (prove wrong), if possible.

Plenary:

Review the learning objective and success criteria on slide 9. Review how well the children have completed their planning sheets. Ask the children differentiated questions (see plan for more) e.g.: *'What information did you include in the introduction/ conclusion?'*, *'Can you explain what you have planned to include in a paragraph in favour of/ against the motion?'*

Resources:

PowerPoint: 'Creating a plan for a debate speech'.

'Persuasive Argument Planning Sheet 1' and 'Persuasive Argument Planning Sheet 2'

Research sheets from the previous sessions on which annotations, labels or underlings should have occurred.

The children's written notes from the research lesson. Printed copies of the 'Persuasive Vocabulary Mat.'

The Noisy Classroom: Primary School Debates

<https://noisyclassroom.com/category/oracy-videos/primaryschooldebates/>

Reading - Comprehension:

Identifying how language, structure and presentation contribute to meaning.

Writing - Composition:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writing - Vocabulary, Grammar and Punctuation:

Using a colon to introduce a list.

Punctuating bullet points consistently.

Y5 - SPO - Instructional writing - Instructions for making SPO ingredients

Prior Learning:

Children should be familiar with the features of instructional writing.

Activities:

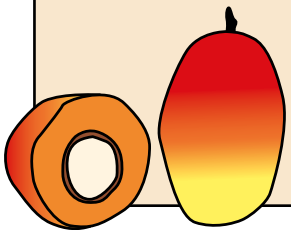
Teacher to recall the language, structure and presentation of instructional writing.

Children to share in groups SPO recipes and highlight the features using highlighter pens or post it notes.

Children to share ideas on a SPO lunch contents they would like to make.

Children to adapt given recipes and write their own instructional recipe making a healthy lunch (using SPO products).

A cross-curricular link could be made to Design and Technology learning points here.



	<p>Resources: Model instructions, demonstrating thought processes in sentence composition, language features, layout and structure.</p> <p>Various simple SPO recipes, highlighters, post-it notes.</p> <p>Images of a variety of SPO products (Ferro have committed to using 100% RSPO in all of their products since 2015). www.chesterzoo.org/app/uploads/sites/5/2016/06/Palm-Oil-Perspectives-What-can-YOU-do-v2.mp4 www.chesterzoo.org/schools/resources/sustainable-palm-oil-shopping-list/ SPO Shopping list www.chesterzoo.org/schools/resources/sustainable-palm-oil-recipe-pack/ SPO recipe pack</p>
<p>Reading - Comprehension: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Writing - Composition: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Y5 - SPO - Poetry - from the view of a rainforest animal</p> <p>Prior Learning: Children should be familiar with SPO and the views of animals who live in the rainforest.</p> <p>Activities: Children could carry out 'Kagan' style group work sharing their thoughts and opinions of the rainforest animals. Sharing these with the rest of the class.</p> <p>Class teacher to support guide the class in a shared write of a class poem, taking example opinions from the children's Kagan work, expressing the thoughts of a rainforest animal into poetry.</p> <p>Children could then use the class guided model to support them to write their own poem about SPO from the point of view of the animals, as well as from being inspired by reading other examples of animal poetry. See Chester Zoo's recommended conservation book list.</p> <p>Some children could also use other poems as models to write and to produce poetry in polished forms through revising, redrafting and then present it in written form.</p> <p>Resources: Model rhyming poetry; demonstrating thought processes in sentence composition, language features, layout and structure.</p> <p>Paper for Kagan group work, Example animal poetry, paper to record draft and redrafted poems upon.</p> <div data-bbox="1697 991 2056 1374" data-label="Image"> </div> <p>Example poem from KS2 pupils at Lockstock Gralam C of E Primary School</p>

Writing - Composition:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Writing - Vocabulary, Grammar and Punctuation:

Ensuring the consistent and correct use of tense throughout a piece of writing.

Y5 - SPO - Letter writing – as a conservationist describing the effects of actions of unsustainable palm oil production over time

Prior learning:

Children should be familiar with letter lay out and form. Children should be familiar with the effects of unsustainable palm oil production and the long-term predictions by conservationists for the rainforests.

Activities:

Class teacher to show the children a short video clip of a conservationist talking about the effects of actions over time of unsustainable palm oil production on rainforests from the view of the wildlife.

www.chesterzoo.org/schools/resources/palm-oil-perspectives-wildlife/

Children could carry out 'Kagan' style group work sharing their thoughts and opinions effects of actions over time of unsustainable palm oil production on rainforests. Each group spokesperson could then share the key points which haven't been previously mentioned with the rest of the class.

Class teacher to model writing a letter as a conservationist, describing the effects of the actions of unsustainable palm oil production on the rainforests in Borneo and Malaysia over time.

Class teacher to ensure they take some of the best examples of key points raised by the children and adding it in their letter. Using this as an opportunity to correct any misconceptions.

Children to then use this model to write their own letter.

A cross-curricular link could be made to art and design learning points here; illustrating their letter, using their art work as the back drop for their writing.

Resources:

Model letter; demonstrating thought processes in sentence composition, language features, layout and structure.

Paper for group Kagan work.

Backdrop / photocopied sheet of artwork for children to write their own letter upon.

www.chesterzoo.org/schools/resources/palm-oil-perspectives-wildlife/

Writing - Composition:

- Ensuring the consistent and correct use of tense throughout a piece of writing.

Writing - Vocabulary, Grammar and Punctuation:

- Using passive verbs to affect the presentation of information in a sentence.

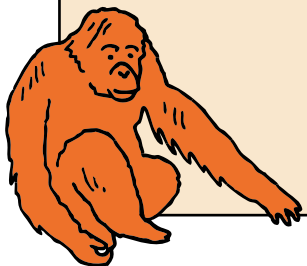
Y5 - SPO - Diary entries – of the thoughts, feelings and actions of a rainforest animal from before and during unsustainable palm oil production.

Prior learning:

Class teacher to model and teach features structure, vocabulary and grammar of diary writing. Children should be familiar with unsustainable palm oil production and the impact on the rainforests.

	<p>Activities: Children could write the thoughts, feelings and actions of a rainforest animal from before and during unsustainable palm oil production. Logging the animal's thoughts, feeling and actions from before and during the unsustainable palm oil production.</p> <p>Links could be made to art and design where children illustrate diary entries with photograph images of their own artwork.</p> <p>Children could roleplay to help them compose and rehearse their thoughts and feelings before they start to draft them as diary entries. Children would spend time building a varied and rich vocabulary. Children could do an activity such as 'conscience alley' before they write their diary entries. Children could read their work to a buddy and share ideas.</p> <p>Notes: Conscience alley is a strategy that encourages the presentation of two points of view or perspective. This strategy is successfully implemented after the reading of a text or after undertaking a topic that has several viewpoints. Children form two lines facing each other. They take a few steps back from the opposite line so an 'alley' can be formed. Each child line is given a point of view they must justify and give examples for. One child is then selected to walk down the middle of the alley. As the student walks past each person, they stop and listen to each point of view. Children in the line must state their point of view and give an example or reason for their thinking.</p> <p>Resources: Model diary entry; demonstrating thought processes in sentence composition, language features, layout and structure.</p>
<p>Reading - Comprehension:</p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <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. <p>Writing - Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<p>Y5 - SPO – Script writing</p> <p>Prior learning: Children will need to know about what palm oil is, where it is produced and the impact of unsustainable palm oil production has on its geographical location, as well the things which a sustainable palm oil plantation needs to be doing to qualify for this.</p> <p>This task will work well following on from the true and false statement cards activity.</p> <p>Activity: (It is suggested that this work takes place over 2 lessons, in groups of 4 to 6)</p> <p>Children could be introduced to the language of debate and persuasion, as modelled by their class teacher.</p> <p>Children could identify the language used and draft out (working as a group), a script for a debate on the pros and cons of PO production.</p> <p>This will involve script roles for:</p> <ul style="list-style-type: none"> the rainforest plants; the rainforest animals;





- the people who live or work there and
- the consumers

Children could then redraft and roleplay their own script as a group, to perform in front of their class.

Resources:

Example debate video clips, example scripts, tick criteria for debate and persuasion style and language traits, space for different role play groups, paper for script notes.

Year 6 - English National Curriculum Objective Links

Reading comprehension:

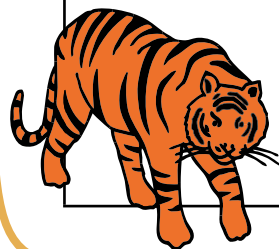
- Explain and discuss their understanding of what they read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Retrieve, record and present information from non-fiction.

Writing - composition:

- Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

Learning Objective:

- To research information about sustainable palm oil.



Year 6 - SPO Ideas Overview

Y6 - SPO - Retrieve information - Researching information about sustainable palm oil from fact files, videos and leaflets on SPO and how a company becomes certified CSPO. Also, link the restrictions imposed in Indonesia on the palm oil industry with growth of Palm Oil production in South America - see Geography.

Prior learning:

The children should have been given lessons on research techniques in Year 5 or even in lower years. The children are expected to use these techniques within this lesson.

The children may have been taught lessons related to palm oil in other year groups or even in another subject within the curriculum e.g. Science or Geography.

Introduction:

Use the PowerPoint: 'Researching info about SPO' to guide the teaching of the lesson.

See slide 2. Ask the children: '*What do you know about palm oil?*' Review the children's knowledge of palm oil, but do not give too many details. If they have heard about palm oil and its issues in recent years regarding wildlife (such as orangutans and the Malaysian sun bear) and the environment, they may not be aware of sustainable palm oil. Explain that palm oil is the world's most widely used edible oil, found in everything from margarine to biscuits and soaps.

See slide 3. Ask the question: '*Why are people against the use of palm oil in products?*'

Discuss the reasons on the slide. See slide notes also. The palm oil industry has been targeted because of rainforest deforestation and fires ('slash and burn' practices) to clear land for oil palm plantations, which has impacted the environment and decreased animal and plant numbers and their diversity. The industry has also been accused of exploiting the workers by not taking care of them or paying them adequately.

Show slide 4. This explains how some people have reacted to the negative information surrounding palm oil production.

Show slide 5. Ask the question: '*What is good about palm oil?*'

In response to the children, emphasise that palm oil is preferable to other oil crops that require more land and therefore more deforestation to produce an equivalent amount of oil. Emphasise the fact that it is versatile and vital for the economy of developing countries. Relate this to the information on the slide.

Show slide 6. This gives information about how palm oil can be environmentally friendly, if grown sustainably. Discuss the information with the children. Emphasise that to be sustainable, plantations should not cut down more rainforest, wildlife corridors (of rainforest) should be kept connecting rainforest areas, plantation owners should follow 'best practice' procedures and the workers should be treated well.



See slide 7. This gives details about the RSPO. Explain how the Roundtable on Sustainable Palm Oil has been set up to make sustainable palm oil production the norm. Members of the organisation have to follow strict guidelines in order to be recognised as sustainable. The guidelines have become even stricter in 2018, following controversy about whether the rules were strict enough.

See slide 8. This discusses how restrictions in Indonesia have led to oil palm plantations being set up elsewhere in the world, e.g. in West Africa (from where oil palm came) and South America.

See slide 9. Introduce the learning objective and success criteria.

See slide 10. Prior to introducing this slide, ask the questions: *'What have you learnt about sustainable palm oil plantations?'*

'What have you learnt about unsustainable palm oil plantations?'

Record the children's responses under the following headings on a class whiteboard: 'Sustainable palm oil plantations' 'Unsustainable palm oil plantations'.

Activity 1:

Introduce the slide, explaining the first activity, taking notes, under the headings, whilst they are watching the Chester Zoo video: 'Palm Oil Perspectives - Wildlife'

Mini Plenary:

Following the video, review the information found out by the children, highlighting the main points from the video, adding brief notes to the information on the class whiteboard (see above). Clarify misconceptions.

Activity 2:

See slide 11. Introduce the differentiated tasks all focusing on more research about sustainable palm oil (see lesson plan). Share 'Success Criteria sheet - To research info about SPO'.

See slide 12. Explain that they will use a range of resources and introduce some of these, particularly the resources shown on the slide. The resources given to specific ability groups depend on the ability within the class (guidance on which resources for which ability are given in lesson plan).

Model how to highlight/ underline, annotate and how to take notes prior to the children undertaking the activity. You may suggest and model writing the main points in bullet points for some children.

Plenary:

See slide 13. Review the work achieved by the children so far and what they have learned.

Ask the children differentiated questions (see lesson plan for more) e.g.:

'What reason(s) can you give as to why people are against palm oil?'

'What reason(s) can you give as to why sustainable palm oil is preferable to unsustainable palm oil?'

	<p>Emphasise the need for sustainable palm oil plantations, for the economy of the countries involved and the workers, and the fact that palm oil is more efficient and versatile compared to other oils.</p> <p>Emphasise the need for the continued further development of sustainable practices to maintain populations of plant and animal species and biodiversity. Explain that the negative issues relating to palm oil generally apply to unsustainable palm oil, which is not to be encouraged.</p> <p>Ask the children: <i>'What do you think you might use your research for?'</i></p> <p>It is hoped that some children might recognise how important the information could be in other forms of writing e.g. they can use the information about sustainable palm oil to create a non-chronological report about sustainable palm oil, for debates, newspaper reports, for persuasive letters etc.</p> <p>Resources: PowerPoint: 'Researching info about SPO.'</p> <p>Video: Chester Zoo: Palm Oil Perspectives: Wildlife. www.chesterzoo.org/schools/resources/palm-oil-perspectives-wildlife/</p> <p>Chester Zoo: 'Important facts about sustainable palm oil/ sustainable plantations - short fact cards'.</p> <p>'Success Criteria sheet - To research info about SPO'.</p> <p>Chester Zoo: 'The Sustainable Palm Oil Challenge Campaign Booklet'.</p> <p>Chester Zoo: 'A Summary of Sustainable Palm Oil'.</p> <p>Computers/ iPads for research.</p> <p>Paper, pens and pencils.</p> <p>See lesson plan for a long list of suitable websites.</p>
<p>Spoken Language: Use spoken language to:</p> <ul style="list-style-type: none"> - Develop understanding through speculating, hypothesising, imagining and exploring ideas. - Consider and evaluate different viewpoints, attending to and building on the contributions of others. <p>Learning Objective(s):</p> <ul style="list-style-type: none"> • To discuss and evaluate different issues related to the labelling of products. 	<p>Y6 – SPO - Following the retrieval of information about becoming a CSPO discuss the issues related to the labelling of products so they are clearly labelled to indicate they contain sustainable palm oil.</p> <p>Prior learning: The children may have been taught lessons related to palm oil in other year groups or even in another subject within the curriculum e.g. Science or Geography. This lesson follows the English lesson, 'Y6 Researching information about sustainable palm oil' that introduces the topic of unsustainable and sustainable palm oil to the Y6 children.</p>

Introduction:

Show the web page featuring on Chester Zoo's Sustainable Palm Oil Shopping List:
www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/sustainable-palm-oil-shopping-list/

Show 'Chester Zoo's video: 'Chester Zoo: Sustainable Palm Oil Challenge - Supply and Demand'.

Explain the importance of choosing to buy products that contain sustainable palm oil.

Ask the question: 'Why is it important that you should try to buy products with sustainable palm oil?'

Explain that this would mean that the company pledges to not to cut down any more of the rainforest, to limit planting on peatlands, to treat workers fairly and to create wildlife zones ('corridors').

Explain that this lesson is about the labelling of products that may or may not contain palm oil. Explain that it is a discussion lesson and therefore the process of discussing different viewpoints, recognising the issues behind them and considering the wider implications (i.e. how these viewpoints might affect behaviour) is as important as the discussion outcomes.

Introduce the first activity.

Activity 1:

Groups of about 6 children should be given one set of the cards: 'Labelling and palm oil viewpoint cards'. In pairs, the children are to look at the cards in turn. They should be told that each card shows how a person reacts to the labelling on a product. The children are to try to answer the following question for each card:

'What do you think the labelling issue is with the situation outlined on your card?'

The children can feedback their views to the group spokesperson.

* Lower ability children should be paired with a child of higher ability.

** Mixed ability discussion groups.

Mini Plenary:

Use the information written on the 'Labelling and palm oil viewpoint cards' to help you guide the discussion (see resource).

Some of the issues for each card can be written in notes on the class whiteboard.

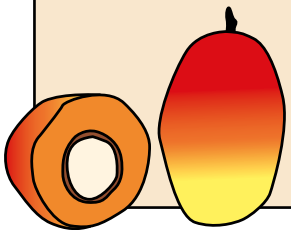
Activity 2:

Introduce the activity. Ask the children: 'Can you devise suitable reasons why there should be clearer labelling on products?'

The children should work together in groups, to devise 3 or 4 main reasons why there should be clearer labelling of palm oil and sustainable palm oil in products. They could write these on large pieces of paper for review by the class.

Plenary:

Together with the children feeding back their ideas, create class reasons for clearer labelling of palm oil and sustainable palm oil on products.



	<p>See lesson plan for example points of summary of issues for the teacher.</p> <p>Review the work achieved so far. Review the learning objective and success criteria. Ask differentiated questions e.g. (see plan for more): 'Can you explain the issue behind card?' (Read the card out).</p> <p>Hopefully, the children might have a few ideas e.g. they could write to influential people, such as their local MP or local shopkeepers etc. to explain the importance of selling sustainable products and clear labelling.</p> <p>Finally show the Chester Zoo video: 'Palm oil perspectives: consumers' www.chesterzoo.org/schools/resources/palm-oil-perspectives-consumers/</p> <p>The video will hopefully reinforce some of the ideas introduced in this lesson.</p> <p>Resources: 'Labelling and palm oil viewpoint cards' Chester Zoo: Sustainable Palm Oil Shopping List: www.chesterzoo.org/what-you-can-do/our-campaigns/sustainable-palm-oil/sustainable-palm-oil-shopping-list/</p> <p>Video on this web page: 'Chester Zoo: Sustainable Palm Oil Challenge – Supply and Demand'.</p> <p>Video: 'Palm oil perspectives: consumers' www.chesterzoo.org/schools/resources/palm-oil-perspectives-consumers/</p> <p>Paper, pens and pencils.</p> <p>For a list of weblinks for background information see lesson plan.</p>
<p>Writing - composition: Plan their writing by:</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. <p>Draft and write by:</p> <ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Learning Objective(s):</p> <ul style="list-style-type: none"> • To plan a persuasive formal letter. 	<p>Y6 – SPO - Letter writing - Plan a persuasive, formal letter to local MPs about the importance of clear labelling of products containing palm oil and CSPO palm oil.</p> <p>Prior learning: It would be helpful for the children if they have: read and evaluated persuasive texts, identified the persuasive features and to compare texts that are persuasive with those that inform, had lessons on formal and informal writing and the use of subjunctive forms and causal conjunctions. It would also be helpful if they have already read formal letters and discussed difficult vocabulary and formal writing features and the structure of formal letters.</p> <p>See the lesson, 'Researching information about sustainable palm oil'. The children should have spent time reviewing information about palm oil production from fact cards, videos, leaflets and websites on SPO and how a company becomes RSPO certified (i.e. it produces certified sustainable palm oil, CSPO). A link should have been made between the restrictions imposed in South East Asia on the palm oil industry with growth of Palm Oil production in South America. (See Geography).</p>

The children should have devised reasons for clearer labelling on products that may or may not contain palm oil. See lesson: 'Discussing issues related to the labelling of products.'

N.B.. Depending on available time, this lesson could be split over two lessons:

- Exploration of features needed to write a persuasive, formal letter.
- The planning of the structure and content of the letter.

Introduction:

Use PowerPoint: 'Planning a persuasive, formal letter' to guide the teaching of the lesson.

See slide 2. Briefly ask the children: 'Why use products that contain sustainable palm oil?'

This will review the children's knowledge, following previous lessons on sustainable palm oil. Slide 3 should be used to clarify any misconceptions.

Show slide 4. Introduce the persuasive letter activity that the children will be undertaking. The children will be writing a letter to their local MP to explain the importance of clear labelling of products containing palm oil and CSPO. The children will be asking their MP to raise the issue in Parliament.

Explain that over the course of one or two lessons, the children will be reviewing what needs to be included in a persuasive, formal letter and planning the persuasive, formal letter to their local MP.

See slide 5. Review the children's reasons for clearer labelling of palm oil and sustainable palm oil products.

Ask: '*Why should we need clearer labelling of palm oil and sustainable palm oil on products?*'

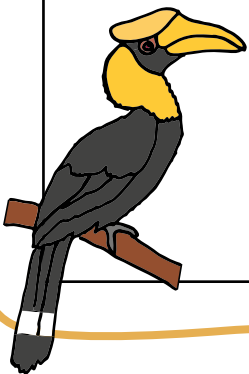
These will have been devised in the lesson: 'Discussing issues related to the labelling of products.'

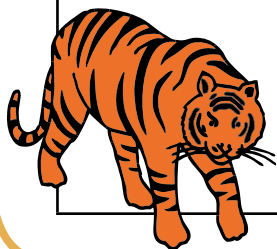
Use the reasons devised by the children, if possible. Alternatively, slide 6 will give reasons for clearer labelling of products.

- For people to know whether the palm oil is considered sustainable or unsustainable since they are concerned about palm oil production.
- To have a clearer understanding of whether the ingredients contain palm oil derivatives and therefore to consider if animals, plants and the environment have been affected during palm oil production. To know if any of the ingredients are sustainable.
- To make it clear that not all palm oil is unsustainable.
- To promote the use of the RSPO label and clearer understanding of what this means.

Remind the children that alternative oils to palm oil would cause more harm to the environment since more land is needed for planting other crops.

It is important to promote sustainable palm oil products through clear labelling (e.g. RSPO certification label) since, for the palm oil to be sustainable, plantations should not cut down more rainforest, wildlife corridors (of rainforest) should





be kept connecting rainforest areas, plantation owners should follow 'best practice' procedures and the workers should be treated well.

See slide 7. Introduce the learning objective and success criteria.

See slide 8. The children will be shown a letter that requires a great deal of improvement.

See slide 9. Ask: '*What is wrong with the letter?*'

Click to reveal the issues: There is a limited understanding of the issues involved and the structure and language of the letter needs to be improved.

Hopefully, the children will realise that Joe Clark (who wrote the letter) has not understood all of the issues and assumes that all palm oil is bad for plant and animal numbers and diversity; he has not mentioned sustainable palm oil.

Emphasise that when writing a letter, it is important to understand all the issues involved and to undertake background reading, if necessary.

See slide 10. Introduce the task for the children.

Activity 1:

In pairs, the children will annotate the letter to consider ways to improve the structure and language, to make it a more formal, well-constructed letter. (See worksheet: 'Poor letter to MP to be improved.')

The children should then share their ideas with their group (of about six children). A spokesperson will share the group ideas to the class.

Hopefully, the children will offer some of the following criteria for a formal letter:

- Contain persuasive language (see AFOREST: Alliteration, Facts, Opinions, Repetition and Rhetorical questions, Emotive language and Exaggeration, Statistics, Three (rule of three))
- Be more formal in style.
- Be structured well.
- Contain facts that back up the points, if possible.
- Be polite, reasonable and positive.
- Include counter arguments.

Following some of the children's ideas, show slides 11 and 12 that reveal appropriate formal letter features including persuasive language features.

Mini Plenary:

See slide 13. Explain that the children will be using the reasons they have compiled for clearer labelling of palm oil and sustainable palm oil products as the basis for their arguments within the formal letter to the MP. Explain that they will



be focusing on the content of the letter in this session but could include some emotive language in the form of powerful nouns, adjectives, verbs and adverbs. This would enable the children to focus on other persuasive features when they write their letters.

See slides 14 and 15 which show the relevant sections of the 'Persuasive formal letter planning sheet'. Explain that only a few children will be completing a planning sheet; the rest of the class will use it as a guide for planning.

Model how to write the information needed for the introduction, one of the main points and the concluding paragraph. Include evidence or an example to back up the argument.

Activity 2:

See slide 16 to show the differentiated tasks for the activity introduced.

All children are to plan the structure of a formal, persuasive letter in the style shown by the teacher. They are to include powerful nouns and adjectives. In addition:

* Use the 'Persuasive formal letter planning sheet' to structure their argument.

/ *Use the 'Persuasive formal letter planning sheet' to guide the writing. Back up arguments with evidence, if possible. (Use information from previous lessons on palm oil. (See 'Resources'.)

***The children should include counter arguments. They should try to include powerful verbs and adverbs.

Plenary - Review the work achieved so far against the learning objective and success criteria. Ask differentiated questions (see plan for details)

Hopefully, the children will realise that they will be writing their formal letters to their MP, explaining the importance of clear labelling of palm oil and sustainable palm oil on products. They will be including a range of persuasive language features, identified during this lesson for the success criteria.

A follow-up lesson could involve the children writing the letter including persuasive features.

Resources:

PowerPoint: 'Planning a persuasive, formal letter'.

'Poor letter to MP to be improved' worksheet.

'Persuasive formal letter planning sheet'

The reasons for clearer labelling of palm oil and sustainable palm oil on products devised in the lesson: 'Discussing issues related to the labelling of products.'

Previous work on sustainable palm oil for background information. See Y6 English lesson 1: 'Researching information about sustainable palm oil.'

Paper, pencils and pens.

See lesson plan for a list of website links to RSPO, REUTERS AND WWF giving background information.

Reading - comprehension:

Retrieve, record and present information from non-fiction.

Writing - Composition:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Y6 – SPO – Retrieve information

Activities:

Children could retrieve information from fact files, videos and leaflets on SPO and how a company becomes certified RSPO.

Children could also answer several "Quiz style questions" about the information in the factual Chester Zoo resource.

Children could present the answers to the questions in the best way they think appropriate.

Children could also ask questions for a friend to answer.

Resources:

SPO fact cards (Three levels)

SPO fact Poster: www.chesterzoo.org/schools/resources/palm-oil-fact-poster/

SPO Palm Oil basics leaflet: www.chesterzoo.org/app/uploads/sites/5/2016/06/The-Palm-Oil-basics.pdf

INFO graphics 1, 2, & 3

Aims:

- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language:

- Understand and use the conventions for discussion and debate.
- Articulate and justify answers, arguments and opinions.
- Participate in discussions, presentations, performances, role play, improvisations and debates

Y6 – SPO – Debate for and against PO (sustainable)

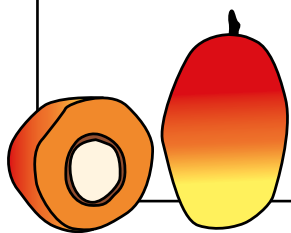
Prior learning:

Children need to have experienced playing the interactive online 'Green Gold Game' about sustainable and unsustainable palm oil production. During the game children will experience the different viewpoints, along with the consequences of the different actions taken.

Activity:

Children could roleplay a debate about the reasons for and against the use of (sustainable) palm oil in food and household products. The debate will consider the different viewpoints of:

- Rainforest plants
- Rainforest animals
- Plantation workers
- Plantation owners (farmer)



	<ul style="list-style-type: none"> • Consumers (us) <p>Debate to be led by the children but guided by the class teacher where needed.</p> <p>This links with DT work where children design their own board game.</p> <p>Resources: (Prior learning resources: Chester Zoo's 'Green Gold Game') Model script writing; demonstrating thought processes in sentence composition, language features, layout and structure.</p>
<p>Reading - Comprehension: Identifying how language, structure and presentation contribute to meaning.</p> <p>Writing - Composition: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Writing - Vocabulary, Grammar and Punctuation: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>Y6 – SPO – Letter to MPs</p> <p>Prior learning: Children should be familiar with the language, structure and presentation of formal letters.</p> <p>Children should be familiar with SPO and the reasons for using it over unsustainably produced palm oil Activities:</p> <p>Class teacher to ask children to share what key points they think they should include in their letter to their local MP, asking them to ensure all the school kitchens use SPO.</p> <p>Class teacher to recap on language, structure and presentation of formal letters and model write a letter, including good points given from pupils.</p> <p>Children could write their own letters to the local MPs asking them to help ensure all the school kitchens use SPO. (Please note the food supplier for Cheshire was the first company to ensure their supply chain included only SPO products).</p> <p>Resources: Model formal letter to MPs by class teacher; demonstrating thought processes in sentence composition, language features, layout and structure.</p> <p>Formal school headed paper to record letters upon.</p>
<p>Reading - Comprehension: Identifying how language, structure and presentation contribute to meaning.</p> <p>Writing - Composition: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Y6 – SPO – Letter to local suppliers</p> <p>Prior learning: Children should be familiar with the language, structure and presentation of formal letters.</p> <p>Children should be familiar with SPO and the reasons for using it over unsustainably produced palm oil.</p>

Writing - Vocabulary, Grammar and Punctuation:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Activities:

Class teacher to ask children to share what key points they think they should include in their letter to local suppliers to ask them to only stock products which contain SPO.

Class teacher to recap on language, structure and presentation of formal letters and model write a letter, including good points given from pupils.

Children could write their own letter to a local supplier to ask them to only stock products which contain SPO, giving reasons why.

A cross-curricular link could be made to art and design learning points here; illustrating their letter, using their art work as the back drop for their writing.

Resources:

Model formal letter to local business suppliers by class teacher; demonstrating thought processes in sentence composition, language features, layout and structure.

Backdrop / photocopied sheet of artwork for children to write their own letter upon.

Reading - Comprehension:

Identifying how language, structure and presentation contribute to meaning.

Writing - Composition:

Noting and developing initial ideas, drawing on reading and research where necessary.

Writing - Vocabulary, Grammar and Punctuation:

Using passive verbs to affect the presentation of information in a sentence.

Y6 – SPO – newspaper article – Journalistic writing

Prior learning:

Children should be familiar with the language, structure and presentation of journalistic writing.

Children should be familiar with SPO and the reasons for using it over unsustainably produced palm oil.

Activities:

Class teacher to encourage children to recall all the reasons they gave to local suppliers to only stock products which contain SPO.

Children to share they feedback and impact they had on local suppliers to change suppliers.

Class teacher to model planning, writing; demonstrating language, structure and presentation of journalistic writing.

Children could plan and write their own newspaper article about the impact they had on local suppliers, naming the ones who pledged to change suppliers and only stock products which contain certified SPO.

Using the model from the class teacher as a guide for the content, language, structure and presentation.

Resources:

Model journalistic writing by the class teacher; demonstrating thought processes in sentence composition, language features, layout and structure.



Reading - Comprehension:

Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Writing - Composition:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Writing - Vocabulary, Grammar and Punctuation:

Using the present perfect form of verbs in contrast to the past tense.

Y6 – SPO – News Report Script Writing – on the decline of the rainforests of the world

Prior learning:

Children would benefit from reading a BBC news report and turning it in to a news report.

BBC Newsround: New UK laws to help people protect rainforest land

www.bbc.co.uk/newsround/54899746

Identifying the language style and structure. Children could roleplay reporting on: the decline of the world's rainforests due to unsustainable deforestation.

Activity:

Class teacher to model writing the script for a news report, Children could identify the language structures used and use this as success criteria / checklist.

Children could plan and write their own script for a news report on the situation in the rainforests of the world, in particular those affected by unsustainable palm oil production.

Children could use the expected language structure and style.

Children could read their script aloud to their class, they could be filmed and pupils could evaluate their own performance, identifying their strengths and one way in which they could improve.

Resources:

Prior learning: BBC news report www.bbc.co.uk/newsround/54899746

Script writing success criteria list, note paper to record their report script upon.

Model report writing by the class teacher; demonstrating thought processes in sentence composition, language features, layout and structure.

Camera (such as iPad) to record performance and screen to play back upon.

Reading - Comprehension:**Writing - Composition:**

plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Y6 – SPO – Non-chronological report on rainforest animals – what is a threat to them, how can this be stopped?

Prior learning:

Children would benefit from visiting the endangered rainforest animals in captivity at Chester Zoo, reading fact files about them and other information from reliable sources, in particular the impact on them caused by the unsustainable palm oil production.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Writing - Vocabulary, Grammar and Punctuation:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Children should be familiar with the features of non-chronological reports.

Activities:

Class teacher to model writing a non-chronological report on a rainforest animal, the threats they face and the action which could be taken by people to help keep them safe. Class teacher to demonstrate sentence composition, language features, layout and structure.

Children could use their class teacher's model to help them identify the different writing vocabulary, grammar and punctuation expectations, making 'marking criteria' and other notes to use to support them write their own report.

Children could use their notes to help them plan and write their own non-chronological report on endangered rainforest animals and the crisis they face from unsustainable palm oil production.

Children to share their reports with a partner and make suggestions for improvements.

Children to display their reports in school and share with the wider community through school socials and a celebration of work.

Resources:

Model of a non-chronological report on a rainforest animal, pupil's own marking criteria and notes for their non-chronological reports and Chester Zoo's endangered rainforest animal fact files:

www.chesterzoo.org/schools/resources/palm-oil-animal-fact-file-collection/

Paper to record notes and non-chronological report criteria upon

