

Major Tim Peake

Non-fiction

Content domain focus:

2b retrieve and record information/identify key details from fiction and non-fiction

2f identify/explain how information/narrative content is related and contributes to meaning as a whole

Text summary

This passage tells the story of Major Tim Peake, the first British European Space Agency astronaut to take part in an International Space Station mission, and how he captured the interest of British schoolchildren.

Unit summary

The majority of the questions in the unit focus on information retrieval. Question 10 explores the organisation of the text and where specific information can be found, by asking the children to connect quotes from the passage to the section in which they appear.



Teaching prompts

- Activate prior knowledge by asking the children to tell you what they know about non-fiction texts. Establish that non-fiction gives facts and information about a subject. Discuss how non-fiction texts can be organised, e.g. in paragraphs.
- Introduce the term 'biography' and explain that biographies are about a person, their life and achievements.
- Ask the children to remind you of the techniques and strategies that they know and can use to find information efficiently and effectively. Remind them that they should skim a text when they first read it, to get an idea of what it is about in general terms. If necessary, revisit effective scanning techniques, e.g. reading headings, the first and last sentences of paragraphs, etc.

Revisiting the text

Ask the children to:

- produce a fact sheet about Tim Peake, based on what they have read in the passage
- write questions that they would ask Tim Peake if they were to meet him
- create headings for each paragraph in the passage in order to create a writing frame for planning and writing a biography
- research a person of interest to them in order to write their biography
- read other biographies.

 **Answers**

Links to content domain requirements are in brackets after the answer.

- 1. 18th June 2016 [2b]
- 2. *"incredible - the best ride I've been on ever."* [2b]
- 3. He felt the advert described him perfectly. [2b]
- 4. 8,413 [2b]
- 5. a bacon sandwich and a cup of tea [2b]
- 6. He did a spacewalk/he ran the London Marathon in space. [2b]
- 7. He *"wanted to inspire the next generation"*. [2b]
- 8. keeping fit; experiments [2b]
- 9. By regularly communicating through online messages and photos. [2b]
- 10. Introduction → *"he ran the London Marathon"*
 Life before the ISS → *"Tim chose Don't Stop me Now by Queen"*
 Going to the ISS → *"He had orbited the Earth around 3,000 times"*
 Life on the ISS → *"pop out and give it a wave"*
 Conclusion → *"After leaving school, he joined the Army Air Corps"* [2f]

 **Assessment**

The children are secure in their ability to retrieve information efficiently and effectively if they use clues in the questions to help them identify the words and phrases they are looking for. This can involve identifying key words in the questions that then appear in the passage. It can also mean interpreting clues from questions, e.g. question 2 asks children to identify what Tim *said* and question 7 asks what reasons Tim *gave* – check whether the children picked up on this and looked for speech marks in the text.

Children are able to work out and understand how content is related if they can link a heading that summarises a paragraph with the paragraph itself.

Next steps

- Challenge the children to skim a text within a specified time limit and to summarise the content of the passage.
- Use newspaper articles and ask the children to create suitable headlines that summarise the content. Show the children headlines from appropriate newspapers, e.g. *First News*, and ask them to suggest what the accompanying article might be about.
- Using non-fiction passages that are organised into paragraphs, involve the children in summarising the content of each paragraph. Establish that the skill of summarising helps to understand the overall content of a passage.