

Lewis Class

English (week beginning 06.07.20)

Here are some links to websites that have videos to support your child's learning in English. If you are struggling to find time to sit down with them, they could watch and make notes independently. These are not necessarily linked to the current topic but are still useful tools for learning. They can also be used as additional learning if needed.

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Year 3: <https://www.thenational.academy/online-classroom/year-3/english#subjects>

Year 4: <https://www.thenational.academy/online-classroom/year-4/english#subjects>

Writing

Non chronological report – focusing on using paragraphs and sub-headings in an information text.

This week, you are going to be applying many of the grammatical features learnt over past few weeks and writing a non-chronological report over the last two weeks of term. It is going to take the form of an information leaflet. For your theme learning, you have done lots of fact finding about a variety of topics. I would like you to consider what really grabbed your interest and focus on that! You can use lots of the information you found as well as doing some extra to make your writing even more informative!

Topics we have covered that you could write about:

- animals (choose one animal/species to focus on)
- our environment (weather, environmental issues)
- celebrations around the world (choose one or two)
- the ocean (layers, animals, ect...)
- sport (choose a sport to write about)
- the rainforest (layers, animals, ect...)
- continents/countries around the world (choose one to focus on)

A non-chronological report is a text which isn't written in time order. They are normally non-fiction texts which give information on a particular subject or event, without referring to the order in which things happen.

More information: <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-non-chronological-report/zvbtscw>

Text Types
Non-Chronological Reports


- ✓ A title which tells the reader what your report is about.
- ✓ An introduction giving the reader some very brief background information about the topic.
- ✓ Main paragraphs should include interesting and detailed information about the topic. Be clear and accurate.
- ✓ End with a summary. Sum your report up with all the things that you want them to remember.
- ✓ Keep it factual and fair when comparing two different things.

twinkl www.twinkl.co.uk


Step 1:

Read the examples of non-chronological reports that are attached.

Identify features included and list what is included in each one (are they all the same?) – here is a list of structural and language features to look out for:



Non-chronological report



Structure

- An opening, general classification, e.g. *Sparrows are birds.*
- A number of paragraphs about different aspects of the subject – these could be arranged in any order.
- A detailed description of the chosen topic, using relevant technical vocabulary.
- Conclusion - this may refer back to some of the main points.

Language Features

- Present tense (unless historical).
- Use words which generalise, e.g. *sparrows not sam the sparrow.*
- Factual descriptions.
- Technical vocabulary that is relevant to the subject.
- Formal, impersonal language written in the third person.
- Gives clear information.

Examples of non-chronological reports:

school reports, factfiles on animals.

Step 2:

Consider what your information text will be about – choose something that interests you!

Research your chosen topic and generate a list of facts that you want to include in your report.

Step 3: Plan your paragraphs.

Time to organise the information collected! Here is a reminder about paragraphs:

Paragraphs are used to show when a writer has changed time, place or argument. When they do this, they will start a new paragraph.

All about...

Hedgehogs



Hedgehogs are a largely nocturnal species, as they are unlikely to come out during the day. In the daytime, they spend a considerable amount of time sleeping in racks, grounds, or under bushes.



Fascinating Facts

The hedgehog got its name because it rolls through hedges searching for food (hedge), while grunting like a pig (hog), this is why it's called a hedgehog!

They have about 5,000 spines. Each spine has about a year before it drops out and a replacement grows.

Where Do They Live?

Hedgehogs can be found in almost all areas of the UK, except some of the Scottish islands. They tend to be more in wetland areas, poor farms and the highlands, where food and nesting sites are harder to find. Hedgehogs prefer moist habitats and live either on the ground or under the ground. They make habitats in fernlands, gardens, or even in parks. They live in nests under hedges or where ground-dwelling insects and other invertebrates are in large quantities.

Favourite Foods

The hedgehog has a reputation as being the 'garden's friend' as it loves eating so many 'pests'. Some of their favourite foods are small creatures such as insects, worms, centipedes, snails, mice, frogs and snakes.

Staying Safe

Hedgehogs have sharp spines on their back, and when they are scared they curl up into a ball. Hedgehogs often roll up into a tight ball to protect themselves. As they feel threatened, they make their muscles active, which causes their spines to straighten. It is the only mammal native to Britain that has spines.

Introduction

Facts

First Paragraph

Second Paragraph

Third Paragraph

In a **non-fiction** text, we usually see a subheading before each paragraph, telling us what it will be about.

To plan your paragraphs, consider the facts you have collected and group them together if they are about the same topic. Think about what a good subheading would be to summarise what the paragraph is about. Then bullet point the facts that you will include. Draw this template to help or create your own:

Paragraph 1
Sub -heading – Facts to include: •
Paragraph 2
Sub -heading – Facts to include: •
Paragraph 3
Sub -heading – Facts to include: •
Paragraph 4
Sub -heading – Facts to include: •

Step 4 and 5

Write your information text! Take your time and proof-read/edit at the end to check for errors and improve it where you can.

Don't forget to include an introduction and a summary at the end – refer to the examples if you get stuck!

Grammar checklist:

- Conjunctions, adverbs and prepositions
- Fronted adverbials (use a comma after)
- Subordinate clauses – use the conjunctions if, when, although
- Paragraphs
- Subheadings
- Expanded noun phrases
- Check verb inflections
- Possessive apostrophes if needed

Bonus task – write some comprehension questions about your information text for someone in your household/class to answer!

Glossary of terms:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Spelling

- Daily - practise spellings on rainbow spelling card – all spelling cards are on the school website <https://www.sampford-peverell-primary.devon.sch.uk/website/english/459618> so when you are ready, move onto the next one!
- Choose 5 words on the spelling card. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? Glossary of terms can be found here https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf
- Use this spelling strategy to practise your spellings:

Drawing an image
around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Reading

- Read your AR book and then take the quiz: Accelerated reader quiz: <https://ukhosted113.renlearn.co.uk/2236417/>
- Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
- Watch Newsround and discuss what is happening in the wider world.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
With your parent/career, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this. You may have books at home that have an Accelerated Reader quiz assigned to it and you can find this out by using the AR book finder <https://www.arbookfind.co.uk/> Here you can search a book and see if a quiz is assigned to it.

Free ebooks can be found at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. Unfortunately, their levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder, this is a rough guide.

Oxford reading levels 1-5 are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time <https://stories.audible.com/start-listen>

Please use the following links to find free eBooks, games and resources to enhance your child's reading development at home. Lots of them can be accessed independently once the initial login has been set up.

www.phonicsplay.co.uk

www.devonlibraries.org.uk

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page#>

<https://connect.collins.co.uk/school/portal.aspx> :

Username: parents@harpercollins.co.uk

Password: Parents20!

Free access to Renaissance myON digital reading resources is now available to keep your family reading!

Renaissance is pleased to offer free access to myON digital reading resources for students and families during the current COVID-19 school closures. Students who are not already reading with their own personalized accounts to the myON literacy environment are welcome to log in through a single, shared account, to access this collection of curated resources.

What's available:

- The myON digital library—which includes thousands of authentic digital books, fiction and nonfiction, covering a variety of topics and themes
- Five daily myON News articles—which are written for students by journalists and reviewed by a child psychologist for age appropriateness

These resources are available 24/7 and can be accessed on any digital device that is connected to the Internet. Books from the myON digital library can be downloaded onto mobile devices for offline reading, as well.

How to log into myON:

1. Go to: www.myon.com
2. Click the login button at the top of the screen
3. Enter the following information on the login page

School name: New York Reads

(begin typing and click on the school from the drop-down menu)

Username: read

Password: books

Examples of non-chronological reports in the form of an information text:

Shark Fact File

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark, tiger shark, blue shark bull shark and many others. Scientists believe that sharks have existed in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school, shoal or shiver.

The smallest shark is the dwarf lantern shark which is usually around 17cm in length. The largest fish in the world is the whale shark, which can measure up to a massive 14 metres long.



Where do they live?

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. The bull and river sharks can actually live in both freshwater and seawater. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures although polar sharks prefer colder water.

Amazing Fact!

Most shark species would die if they stopped moving.

As long as they keep swimming, water keeps moving over their gills, which keeps them alive.

What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey like clams, molluscs, squid, lobster and crabs.

Although some types of shark can be deadly, only about 12 species have ever attacked humans. In fact, shark attacks are rare. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

Shark Senses

Sharks have all the senses that humans have; smell, sight, touch, taste and hearing. The strongest is their sense of smell. Sharks can smell a single drop of blood in the water from 400 metres away. They can also hear fish moving from around 500 metres away. Sharks have very good eyesight and they can even see well in dim light, allowing them to hunt deeper in the ocean.

Did You Know...?

A baby shark is called a pup. They are born already able to take care of themselves.

Tutankhamun's Tomb



Who Found His Tomb?

The tomb was found by a group of researchers lead by Howard Carter. Tutankhamun is one of the most famous and talked about pharaohs because his tomb was only found in 1922, which means that all of the treasures and the body inside have been left in very good condition. Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. Carter said that a cup, with Tutankhamun and his wife on it, was a clue that helped him find the tomb. The cup was found by a man called Theodore Davies.

What They Found Inside

Inside the tomb they found over 3000 treasures that were put in for Tutankhamun to take with him into the afterlife. Many of the items were made from, or covered in, gold - only fitting for a king to own. The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus (a decorated stone coffin).

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.



Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and the burial chamber and decorations were added later.

The images on the walls were from a ritual called the 'opening of the mouth'.

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started with Lord Carnarvon; the man who paid for the dig of King Tut's tomb died 5 months after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and Carnarvon's dog died the same night. Some think it was a germ but others say it was magic.



South America

South America, the world's 4th largest continent, sits below North America and is surrounded by the Pacific and Atlantic Oceans. The population of South America is approximately 423 million and this continues to grow each year. There are 12 countries in South America, the largest of which is Brazil which takes up almost half of the land area and population of the whole continent. In fact, Brazil is almost the same size as the USA! Suriname is the smallest South American country.

The 12 countries in South America are: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela.



Climate

The weather in South America varies a great deal from country to country because it is such a large continent. For the majority of the year, most of the continent is warm. It rarely gets too cold except in higher, mountainous areas, such as the Andes, where the temperature can drop below freezing.

Did You Know...?

Portuguese is spoken by the most people in South America but it is only spoken in Brazil. Spanish is the most common language in the rest of South America.



Due to its tropical climate, most of South America receives plenty of rainfall each year. However, there are some places that are actually the driest areas on Earth, such as the Atacama Desert in Chile.

Natural Wonders

The Amazon Rainforest is the largest tropical rainforest in the world and is home to thousands of species of wildlife. More than half of the rainforest is located in Brazil. Tribes of people still live in some areas of the rainforest and have little or no contact with the outside world.



The Amazon River is the second longest river in the world and runs for approximately 4000 miles. Unlike other rivers in the world, no bridges cross the river at any point.

The Andes are the world's longest mountain range and they stretch across many South American countries. The highest peak is Aconcagua which is in Argentina and stands at 6962m tall.

Cape Horn is a narrow piece of rocky land (a headland) that sits off the southern tip of South America where the Pacific and Atlantic oceans meet.

Angel Falls, in Venezuela, are the world's highest waterfalls and drop for 979 metres.



Did You Know...?

The Incas were the largest group of native people in South America. The Incan Empire lasted for about 100 years and they famously built the ancient city Machu Picchu in the Andes.



