

## English Planning and Ideas



**Week Commencing: 30<sup>th</sup> March 2020**

**Year Group: 6**

|                         | Monday  | Tuesday   | Wednesday  | Thursday  | Friday  |
|-------------------------|---|---|--|---|---|
| <b>Area of Learning</b> | LC: c6, lkjllhjtjkmb m c cc cz E.T/LKH KJRCK R™   | LC: To design a creature  | LC: To plan a non chronological report   | LC: To identify features of non chronological reports   | LC: To write a non - chronological report   |
| <b>Activity</b>         | <p><b>Starter</b></p> <p>Log onto spelling shed and play one of the games in your assignments list.<br/><a href="https://play.edshed.com/">https://play.edshed.com/</a></p> <p><b>Main Task</b></p> <p>Complete the comprehension exercise which is attached at the bottom of the page. Remember, you can use your chosen method to answer the questions. You might read the whole text first then answer the questions, or you can read a question and then find/record the answer</p> <p><b>Answers</b></p> | <p><b>Starter</b></p> <p>Log onto spelling shed and play one of the games in your assignments list.<br/><a href="https://play.edshed.com/">https://play.edshed.com/</a></p> <p><b>Main Task</b></p> <p>In English we have been reading Holes. So far we know that the boys at camp fear the Yellow Spotted lizard because of the danger it carries.</p> <p>What about the other creatures which can be found on Camp Green Lake? What might they look like? Are they dangerous? What colour are they?</p> | <p><b>Starter</b></p> <p>Log onto spelling shed and play one of the games in your assignments list.<br/><a href="https://play.edshed.com/">https://play.edshed.com/</a></p> <p><b>Main Task</b></p> <p>You will need your creature design from yesterday.</p> <p>Think about non chronological reports? What can you remember about these? What do they need to include? I have included a checklist for you – you might like to ask an adult to see how many features you can remember.</p> | <p><b>Starter</b></p> <p>Log onto spelling shed and play one of the games in your assignments list.<br/><a href="https://play.edshed.com/">https://play.edshed.com/</a></p> <p><b>Main Task</b></p> <p>Remind yourself of the key features of non chronological reports. How many can you remember today?</p> <p>Can you think of the purpose of each of the features? Why do we need sub headings? Why do we need a title?</p> <p>- Look at the non chronological report</p> | <p><b>Starter</b></p> <p>Log onto spelling shed and play one of the games in your assignments list.<br/><a href="https://play.edshed.com/">https://play.edshed.com/</a></p> <p><b>Main Task</b></p> <p>Use your planning sheet and picture of your creature to help write your non chronological report.</p> <p>I have attached a check list of features for you to use to ensure you include all features. Don't forget to keep checking your work as you write.</p> |

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|  | <p>The answers are attached to the document but try not to peep until you have completed the task.</p> | <p>Do they have any distinctive features?</p> <p>Can you design a new creature which lives on Camp Green Lake?<br/>Draw and colour your creature and label your creature describing its features.</p> <p>Eg, Large, sharp, razor-like teeth.<br/>Small, round piercing eyes.</p> <p>This will help with you writing later in the week.</p> | <p><b>Subheadings</b> – think about the subheadings you might use if you were writing a non chronological report about your creature.</p> <p>Eg – Appearance.<br/>Make a list of these on a sheet of paper.</p> <p>Now, select 4 of these subheadings which you could use in your report.</p> <p><b>Task to complete</b></p> <p>Complete the non chronological report planning sheet with ideas you will include in your report.</p> <p><b>In the middle shape, you need to put the name of your creature. The outer oval shapes are for each of your paragraphs. Record your ideas around each shape.</b></p> <p>Eg <b>Diet</b> The (name of creature) thrives on the green, juicy flesh of the green lizard.</p> <p>You will need 4 – 5 ideas for each of your subheadings.</p> | <p>you read on Monday about rivers.</p> <p>Using your checklist, can you identify all of the different features?</p> <p>You might like to colour subheadings one colour and the present tense verbs another colour. You can decide how you are going to record your work.</p> <p>You can annotate the report if you wish.</p> <p>When you have finished, can you identify any missing features?</p> |  |
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# Rivers

## How Are Rivers Made?

Rivers are large natural streams which flow to the sea or another body of water, such as a lake. Rivers begin life at the **source**, which could be a natural spring, melted ice and snow, or rainwater running down the land. Most rivers start as a tiny stream, high up a mountain. Smaller streams merge into one larger **channel** and **erode** the land away until a river is formed. When the ground grows less steep, the river becomes wider and flows more slowly. Moisture from the land nearby finds its way to the river to add even more water. Often, it is forced to wind (**meander**) around the land more. Most rivers end up in the sea at the 'mouth' of the river.

## The World's Greatest Rivers

Some rivers around the world are famous for being long, wide or fast-flowing. The Nile river in Africa is the longest river in the world. It is 6,650km long. The Nile river **basin** covers eleven countries and flows into the Mediterranean Sea.

The Amazon river in South America is the world's widest river. At its widest point, the river is about 11km wide. This river feeds the famous Amazon rainforest and is also the fastest-flowing river in the world.



The Nile river has so many people living alongside it that the lights of the houses and streets can be seen from space.

## River Life

Rivers are essential for life as we know it. They carry water and important nutrients all around the earth and provide habitats for millions of species of plants and animals. Every river is different and supports nature in its own unique way. Without rivers, many of our forests, lakes, cities and lives would not be the same.

Humans use rivers in many different ways. In some countries around the world, rivers are a source of drinking water for people who live alongside them. Others use their rivers for washing and cleaning clothes. All over the world, fishing takes place so that communities nearby have enough to eat and, in some countries,

# Rivers

fish and other types of goods are transported on rivers to trade with other locations. Millions of people around the world rely on rivers to make their living.

## Water Pollution

Just like oceans and the air, rivers can become polluted in various ways. River pollution is damaging to humans and to the environment because it contaminates these freshwater habitats.

Types of river pollution include:

- Rubbish and solids (plastic, metal and other objects)
- Sediment (sand, grit etc.)
- Chemicals (factory waste, fertilisers, oils)
- Bacteria from animal and human waste

The best way to prevent river pollution is to stop the **pollutants** before they reach the river. Some helpful ways to protect your local river are:

- Keep oil and grease out of the sink. Instead, collect it in a jar and then throw it away with solid waste.
- Don't flush anything down the toilet except for toilet paper. Anything else might end up in oceans, lakes or rivers.
- Always save water. Turn off taps when you are not using them, as this means less water has to be cleaned again for use.

## Glossary

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|--------------------|---|
| <b>basin</b>       | a rounded bowl in a landscape where water, such as a river, may collect           |
| <b>channel</b>     | a path through the landscape formed by the movement of water                      |
| <b>contaminate</b> | to make something impure or dirty by adding a new poisonous or damaging substance |
| <b>erode</b>       | to gradually wear away the land   |
| <b>freshwater</b>  | made of water that is not of the sea and therefore not salty                      |
| <b>meander</b>     | to curve around the land forming a winding path                                   |
| <b>pollutants</b>  | substances which make water impure or unclean                                     |

1. In your own words, explain how a river is made.

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2. a) Why can the Nile river be seen from space?

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b) Why do you think so many people are living by this river?

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3. How do you think the Amazon rainforest might depend on the Amazon river?

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4. Complete the sentences with the correct words from the text.

Rivers are \_\_\_\_\_ for life as we know it. They carry \_\_\_\_\_ and important \_\_\_\_\_ all around the world and are \_\_\_\_\_ for millions of \_\_\_\_\_ of plants and animals.

5. Name three ways in which humans use rivers.

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6. a) Find and copy a caption from the text.

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b) Why do you think captions are important in this text?

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7. a) What is the meaning of the word 'contaminate'?

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b) Why has the author put some words in **bold**?

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8. The subtitle 'Water Pollution' tells the reader what the next section of text is about. Can you think of another subtitle which could have been used?

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9. Why do you think the author suggests avoiding putting oil and grease down the sink?

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10. What do you think the author's purpose for writing this text was? Use evidence to support your answer.

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# Answers

1. In your own words, explain how a river is made.

**Accept appropriate summaries of the first paragraph of the text.**

2. a) Why can the Nile river be seen from space?

**Accept answers referring to the fact that there are many people living along the Nile's banks and the lights shine brightly at night.**

- b) Why do you think so many people are living by this river?

**Accept answers referring to the fact that the river provides water and transport for the people who live near to it.**

3. How do you think the Amazon rainforest might depend on the Amazon river?

**Accept answers which refer to the fact that trees need water to grow, or any reference to the water cycle.**

4. Complete the sentences with the correct words from the text.

Rivers are **essential** for life as we know it. They carry **water** and important **nutrients** all around the earth and provide **habitats** for millions of **species** of plants and animals.

5. Name three ways in which humans use rivers.

**Accept any three of the following:**

- Drinking water
- Cleaning clothes
- Transport
- Leisure
- Washing
- Fishing
- Trading

6. a) Find and copy a caption from the text.

**Accept any of the following:**

- 'The Amazon river feeds the incredible Amazon tropical rainforest.'
- 'The lights of the houses and streets along the Nile can be seen from space!'
- 'Fishing boats on the Lymington river on the south coast of England.'

- b) Why do you think captions are important in this text?

**Accept any of the following:**

- Captions tell the reader what each image shows and gives more information.
- Captions help to link the image to the correct part of the text.
- Captions mean that the reader does not misunderstand the images.

7. a) What is the meaning of the word 'contaminate'?

**Accept answers which suggest that children have found the word in the glossary, e.g. 'To contaminate is to make something impure or dirty by adding a new poisonous or damaging substance.'**

- b) Why has the author put some words in bold?

**Accept answers that refer to the fact that the words in bold are defined in the glossary. Also accept an acknowledgement that these are words that the reader may be unfamiliar with.**

8. The subtitle 'Water Pollution' tells the reader what the next section of text is about. Can you think of another subtitle which could have been used?

**Accept any subtitle which is short, catchy and gives the reader a sufficient summary of the section about polluted rivers.**

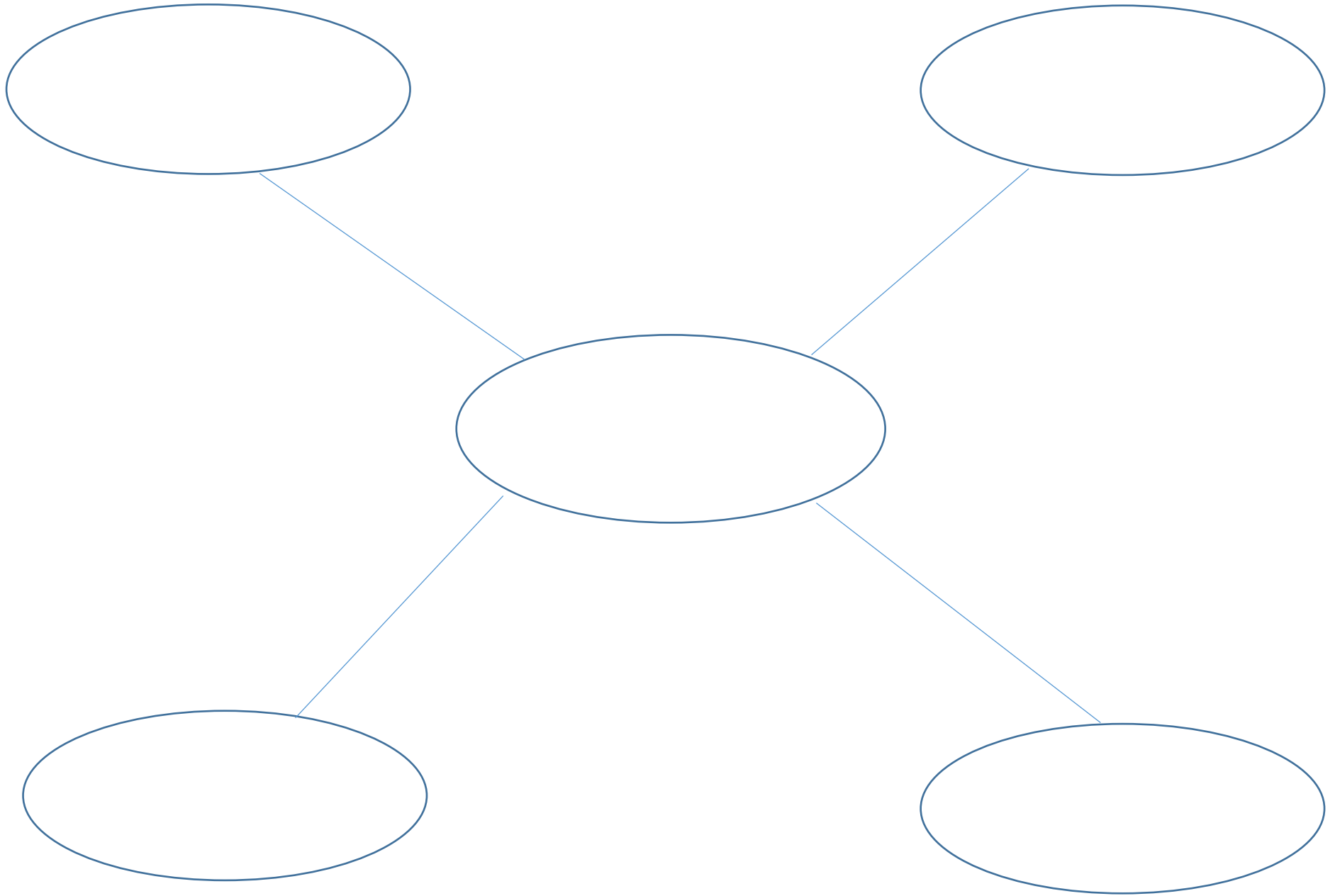
9. Why do you think the author suggests avoiding putting oil and grease down the sink?

**Accept answers which refer to the fact that sinks may drain into local rivers and that oil is on the list of chemicals which pollute water.**

10. What do you think the author's purpose for writing this text was? Use evidence to support your answer.

**Accept answers referring to the author's desire to inform readers about the significance of rivers so that they are more inclined to follow the advice about preventing pollution.**

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|  | <b>Topic title</b> covers the whole subject.                        |  | Non-chronological reports use <b>factual language</b> .                                     |
|  | Brief <b>introduction paragraph</b> gives who/what/where overview.  |  | <b>Present tense</b> verbs (unless it is a historical report, then it would be past tense). |
|  | The information is organised into <b>paragraphs</b> .               |  | <b>Technical language</b> may be explained in a glossary.                                   |
|  | Each category has a <b>sub-heading</b> .                            |  | <b>Third person</b> makes it impersonal.  |
|  | Some information may be in <b>fact boxes or bullet-point</b> lists. |  | Non-chronological reports have a <b>formal tone</b> .                                       |
|  | <b>Extra details</b> support the main points.                       |  | <b>General language</b> , not particular examples.  |



## **Where can I complete further work?**

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[Oxford Owl](#) – Free ebooks and reading resources available when you create a free login.

[Phonics Play](#) – Subscription service is offering free access to their learning resources during this period. Follow the link for details on how to gain free access.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.