

English - Planning and Ideas



Week Commencing: 20th April 2020

Year Groups: 5

Hi Year 5!

I hope you have had a lovely Easter!

Whilst I was eating my Easter eggs, I started to think about why we eat them on Easter Sunday...I would, therefore like you to write a non-fiction explanation text to explain why people eat Easter Eggs.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|---|---|---|--|---|
| Area of Learning | Subject: English LC: Can you comprehend an explanation text? | Subject: English LC: Can you identify the features of an explanation text? | Subject: English LC: Can you plan an explanation text? | Subject: English LC: Can you write an explanation text? | Subject: English LC: Can you self assess your explanation text and improve it? |
| Activity | <p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main activity: Reading Comprehension</p> <p>Complete the reading comprehension on 'How were Roman roads built?'</p> <p><i>Answers are included but make sure you don't look until after you have finished.</i></p> | <p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main activity: Children to identify the different structural and language features used in the explanation text.</p> <p>If you have a print out of the explanation text, you could colour code these and make a key or tick the boxes. For example you could colour in all the adverbials in pink (<i>An adverbial is a word or phrase used like an adverb to add detail or further information about a verb. An adverbial could be used to explain how, where or when something happened.</i>)</p> <p>With your adult, talk about why this is</p> | <p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main activity: Can you use the planning sheet to record your ideas? Think about an explanation text. What can you remember about them? What do they need to include? I have included a top tip sheet for you – you might like to ask an adult to see how many features you can remember.</p> <p>You might want to have a look on this BBC website to plan your work: https://www.bbc.co.uk/newsround/17597617</p> | <p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main activity: Using the word mat, your feature banks from Tuesday, planning sheet from yesterday and the explanation text checklist below, your challenge is to write an explanation text on why do people eat Easter eggs?</p> <p>You might want to write this or do it on the computer.</p> <p>If you are feeling confident, you might want to consider using different sentence styles. E.g A complex sentence with a fronted subordinating clause.</p> | <p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main activity: Using the self assessment checklist, could you mark your own work? You could improve it and use a different colour.</p> <p>You could share your writing with your family or even type it on the computer or write it up neatly.</p> |

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|--|---|--|--|--|
| | <p>an effective explanation text.</p> <p>You could also make a bank of features to help you write your own explanation text on Thursday.</p> <p>You could make a bank of conjunctions (<i>these signal time are used in explanations</i>). E.G then, next and several months later.</p> <p>You could make a bank of causal connectives (<i>connecting words that explain the outcome of an action or event</i>). E.G because, so and this causes.</p> | | | |
|--|---|--|--|--|

Monday Comprehension:

How were Roman roads built?

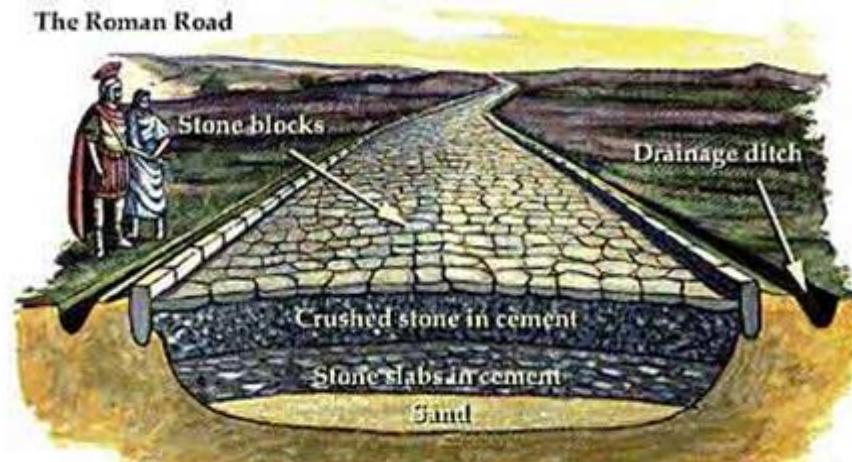
Roads come in many shapes and sizes. Did you know they were first invented by the Romans? They were first built when the Roman Empire conquered the world. Ever wondered how they were built? Now's your chance!

Having the best roads meant that the army could march from one place to another. They built the roads as straight as possible, so that the army could take the shortest route.

First, the Roman builders would clear the ground of rocks and trees. Then they dug a trench where the road was to go and filled it with big stones. Next, they put in big stones, pebbles, cement and sand, which they packed down in order to make a firm base. After that, they added cement mixed with broken tiles resulting in another strong layer.

On top of that rough construction, they put paving stones in order to make the flat surface. These stones were cut so that they fitted together tightly. Finally, kerb stones were put at each side of the road, this allowed the paving stones to stay in place. It was also used to make a channel for the water to run away and act as a draining ditch.

The roads in the Roman era were known as the best! Imagine a world without roads. That is how Roman roads were built!



Comprehension questions

- 1) When were roads first built? _____

- 2) Why did the Romans build roads in the first place? _____

- 3) What was the second thing the romans did to build a road? _____

- 4) What was mixed with cement to create a strong layer? _____

- 5) What was used in order to make a flat surface? _____

- 6) How did the stones fit tightly together? _____

- 7) How did the Romans make sure there was not too much water on the roads? _____

- 8) Explain what would happen if a world did not have roads.

Tuesday Identifying:

How Does a Chicken Hatch?



The hen is a female bird and the cockerel is a male bird. A hen and a cockerel mate and the hen will lay eggs. These eggs will hatch into chicks.

To begin with, the hen makes a nest for her eggs. Each day, the hen lays one egg in her nest. After ten days, there are ten eggs in the nest. This is called a clutch of eggs.

At this stage, the hen sits on her eggs to keep them warm. Inside each egg, a chick will soon begin to grow. If the eggs get cold, the chicks will die. During the incubation period, the eggs are turned so that they will be warm all over.



After 21 days, the chick is fully-developed and ready to hatch from the sack that protects the egg. Not long after, the chick uses its egg tooth to tap the shell. If the chick is unable to tap the shell, it will not hatch. Soon it makes a tiny hole in the shell.

At last, the shell breaks open and the chick comes out of the eggshell. If it is wet and very tired, it lies down to rest. Within a few hours, the chick can stand up and run about provided that it is not injured. Now it is soft and fluffy and ready to feed.

If the chick is healthy, it will grow up to be a hen or a cockerel. If it is a hen, it may mate with a cockerel and lay some eggs.

| Structure and Language | | |
|---|--|--|
| a question as a title? | | |
| an introduction? | | |
| detailed information about the topic? | | |
| causal conjunctions and adverbials? | | |
| time conjunctions and adverbials to show the order of events? | | |
| technical language for the topic? | | |
| diagrams or illustrations with captions? | | |
| organisational and presentational devices to structure my text? | | |
| a summary to end my text? | | |

Wednesday planning:

Can you plan an explanation text?

Paragraph 1:

First paragraph is usually a general statement that is used to introduce the topic of explanation.

- What are you explaining?
- What is an Easter egg?

Paragraph 2:

You could include the back ground and history of Easter Eggs.

Paragraph 4:

Final paragraph should summarise/conclude your explanation.

Paragraph 3:

Extra ideas and facts:

Most sold?

Most popular?

Tips for Writing Explanation



Explanation

Purpose

Tells us how something works or gives us information about something.

Structure

A general statement is used to introduce the topic of explanation.



There are lots of things we can do to stay healthy and to keep illnesses away.

A series of logical steps explaining how or why something occurs.

The best drinks for staying healthy are water and milk. Fruit juices can be good for us but they can have a lot of sugar in them. Fizzy drinks are not good for us at all.



Steps continue until the final state is produced or the explanation is complete.

Features

Explanations are written in the present tense.



Many birds fly south.



Conjunctions that signal time are used in explanations.

then

next

several months later

Explanations are written using causal connectives.

because

so

this causes

Features

- Title – explains what the text is for
- Opening Statement – about the subject
- Clear, simple points about why or how something occurs
- Technical words – where appropriate
- Conjunctions – e.g. because, resulting in
- Present tense
- Summary Paragraph

Interest the reader with an exclamation or question

Beware – whirlwinds can kill!

Did you know...?

Interest the reader

Strange as it may seem...

Not many people know that...

Organise the writing and illustrations to explain:

- What you need.
- How it works.
- Why it works.
- When and where it works.
- What it is used for.
- Add in extra, interesting information.

Ending

Reread the explanation pretending that you know nothing about the subject. Does it make sense?

Finish by drawing all ideas together in a concluding paragraph.

Relate the ending to the reader.

If specialised terminology is used, a glossary may be needed.

Title and Introduction

Use a clear title that indicates what you are writing about.

Decide whether to use diagrams, charts, illustrations or flow charts to help explain.

Use the first paragraph to introduce the subject to the reader.

Using **how** or **why** in a title helps.

Try to make the title intrigue the reader. Why do sloths hang about?



Thursday writing:

| | | | |
|------------|-----------------|------------|-----------|
| explain | produces | first | while |
| effect | creates | next | before |
| happens | this leads to | eventually | so |
| used for | as a result | finally | although |
| design | due to | because | unless |
| reason | consequently | when | otherwise |
| results in | this causes | if | after |
| process | subsequently | as | therefore |
| causes | for that reason | during | allows |

You could use this word mat to help you to explain why people eat Easter Eggs.

Checklist for Thursday and Friday

| Features of Explanation Writing | My Text |
|--|---------|
| Does it have a title to tell you what the writing is about? | |
| Is there a general opening statement ? | |
| Is it written in a series of logical steps? | |
| Do the steps continue until the explanation is complete? | |
| Does it use causal connectives and examples from the word mat above? e.g. because, so, this causes, this results in, therefore... etc. | |
| Does it include capital letters in the correct places (Eg. Easter)? | |
| Is there a summary paragraph at the end? | |

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 KSI and KS2 across all subjects.