

English - Week 4  
Week beginning 25th January

Please send your home learning to your teacher (photos or screenshots)

5L: [elango@kingsavenue.lambeth.sch.uk](mailto:elango@kingsavenue.lambeth.sch.uk)

4/5W: [jduke@kingsavenue.lambeth.sch.uk](mailto:jduke@kingsavenue.lambeth.sch.uk)

# Lesson 1

Monday 25th January 2021

LO: To identify and **analyse** the features of a non-chronological report

Voice-over video link:

<https://youtu.be/e7F5A4TGIAA>

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

| <b>Adverbial</b>  | <b>Time?</b> | <b>Place?</b> | <b>Frequency?</b> |
|-------------------|--------------|---------------|-------------------|
| in January        |              |               |                   |
| behind the garage |              |               |                   |
| near Cardiff      |              |               |                   |
| always            |              |               |                   |

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

| Adverbial         | Time?                               | Place?                              | Frequency?                          |
|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| in January        | <input checked="" type="checkbox"/> |                                     |                                     |
| behind the garage |                                     | <input checked="" type="checkbox"/> |                                     |
| near Cardiff      |                                     | <input checked="" type="checkbox"/> |                                     |
| always            |                                     |                                     | <input checked="" type="checkbox"/> |

## New genre

We are going to look at some non-chronological reports -

1. What do you think they are for?
2. Can you identify any features?

The text is very small on the next few slides to show the examples. Don't worry if you cannot read it clearly - the idea is to look at the features rather than the actual text.

## The Romans

### The Roman Army

Because they had such a good army, the Romans invaded many different countries. The army was used to protect Rome and to keep control over the people who they had conquered. While they were in the army, the soldiers had to spend a lot of time away from their families. Since they had to march over 20 miles a day with heavy items to carry, the soldiers had to be extremely strong and tough. They had to carry their food, cooking pots, tents and weapons as well as wearing all their armour. The Roman soldier was very well trained. When their enemies fired their arrows they would put their shields up all around them to protect themselves from the arrows, this was called the tortoise. They used a short sword as a weapon, daggers for stabbing and a long spear. They wore metal armour and protected themselves with a large shield.



### Roman Life

In Roman times most children did not go to school. Because it wasn't free, parents had to pay for their child's education. Therefore, only rich children went to school. Poor children learnt a trade from their fathers as they could not afford their education. Boys would learn the jobs that their fathers did like being a baker or a metalworker. Girls were taught household skills like weaving, spinning, sewing and cooking from their mothers. For the Romans, men and women weren't equal. If you were a male, you could do any job which you wanted, including becoming an emperor. However, women were kept busy looking after their families and homes.

Villas were originally built as houses for wealthy Romans in Italy. When they invaded Britain, some of the Romans started to build them here too. These villas were like country mansions today. They had exquisite living areas with mosaic tiled floors and luxury gardens planted with trees and shrubs. The insides of the villas were beautifully decorated- the floors in these homes would also have been kept warm, as the Romans had their own design of heating underneath the floor. This was similar to the central heating which we have in our homes today. The floors were laid on top of columns so that warm air from a furnace could be pumped into the spaces underneath.

Remains of an underfloor heating system.



### Roman Baths

Romans liked to bathe a lot, they considered themselves very clean people and they build splendid bath houses. They did not only go to the public baths to get clean but also to meet with friends and exercise. There were also places to eat, rest, play games and read at the baths. The public baths were not free and people had to pay to go there but it was quite cheap. Men and Women bathed in separate baths. There were baths in every town in the Roman Empire. Since they were rich, the villa owners would have their own baths in their homes. The Roman baths were very cleverly made as they always had to have a constant supply of water. The water was either piped in or brought to the town by an aqueduct. In some places like Bath in Somerset a natural spring would provide the bath with its water. Water was heated by the central heating system similar to the ones Romans used in their homes, this was called a hypocaust system. There were three parts to a Roman bath the cold bath called the frigidarium, the warm bath called the tepidarium and the hot bath called the caldarium. In order to get clean, the Romans would use the hot

## 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 and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

### 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. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.



### 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 such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. 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 see in low levels of light.

### Did You Know...?

A baby shark is called a pup.



### 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.



## All about Pigs



### What do pigs look like?

A typical pig has a large head with a long snout. They have four hoofed toes on each foot. Sometimes pigs are pink but they can also be black with spots. Although people think pigs are dirty animals, they always like to be clean!

### Where do pigs live?

Pigs usually build nests to live in. They like to feel warm and cosy at night. They spend hours dragging sticks, leaves and hay into a pile to make a nest.

### What is a pig's diet?

Like humans, pigs are omnivores because they eat both plants and other animals. They use their sensitive snouts to root out food. Pigs will eat almost anything, including bones! However, most of the time they eat leaves, roots, fruits and flowers.

### What do pigs like to do?

Most pigs like to swim or have a mud bath. Some pigs like to have a belly rub or play with a ball. Often they like to sunbathe but they have to be careful not to get sunburnt.

### Did you know?

All pigs have an excellent sense of smell.

Amazingly, there are around two billion pigs in the world!

# Crocodiles and Alligators



Crocodiles and alligators belong to a group of reptiles called crocodylians. These fierce carnivores (meat-eating animals) have not changed much for millions of years. Today, there are 14 different types of crocodile, 2 types of alligator and 6 types of caiman.



Crocodile grazing in the sun.

## **How do crocodiles care for their young?**

Crocodiles make much better parents than many other reptiles. A female Nile crocodile lays up to 75 eggs, she buries them under sand in the riverbank. She guards them for about 3 months until they hatch, and then carries them gently in her big mouth down to the water. She goes on protecting them from predators (animals that would want to eat them) for another few weeks, before leaving them to fight their own battles.

## **How fast are alligators?**

Alligators, such as the American alligator, can run fast on land, but they are even quicker in water. To swim, they tuck their legs under their bodies and swish their strong tails from side to side, powering themselves through the water.

The American alligator lives in south-eastern USA, in warm rivers and swamps. It will eat almost anything it can catch, including water birds, fish and turtles. In busy areas, the American alligator will sometimes attack farm animals that get too close to the water.

## **Did you know...**

- When baby crocodiles hatch out of their eggs, they call out for their mother.
- Crocodiles and alligators have thick, scaly skin which protects them from being attacked.
- You can tell crocodiles and alligators apart by their teeth. When an alligator shuts its mouth you can't see any teeth in its bottom jaw. When a crocodile closes its mouth you can see the fourth tooth on each side of its bottom jaw.

# Werewolves

Werewolves, also known as lycanthropes, are mythological or folkloric humans with the ability to shape-shift into a hybrid wolf-like creature. They are generally found in Europe and date from the medieval period. The legend of the werewolf developed in parallel to the belief in witches and is still evident in popular culture today.

How dangerous are they?

Often perceived as a threat throughout history, werewolves generally prey on any living thing; however they particularly target children. Werewolves attack in a variety of ways. The Scandinavian werewolf is known to possess poison-coated claws. This creature uses its gaze to paralyse its victims which enables the final blow to be delivered with devastating accuracy. Some werewolves are known to target the graves of their victims; digging up bodies to consume to satisfy their cravings.

### Appearance

Traditionally, a werewolf is indistinguishable from an ordinary wolf apart from several features. These are: a larger body, lack of a distinct tail, human eyes and voice. When a werewolf is in human form, they have tell-tale physical traits including: meeting of both eyebrows ('monobrow'), curved fingernails, low-set ears and a swinging stride.

### Modern culture

Even after many centuries of tales, a fascination with werewolves still exists in modern society. The most popular depiction of a werewolf on film is in the renowned movie franchise: 'Twilight'. Another work of fiction which mentions these mythical beasts is 'Harry Potter'. This series of books features several werewolves (including Remus Lupin).



### Shape-shifting ability

Werewolves are humans who transition into wolf-like creatures, either purposefully or after being placed under a curse. Various methods of becoming a werewolf have been reported. In folklore, most werewolves originate from being cursed or bitten by another werewolf. Historically, most werewolves transform under the light of a full moon. Some historical tales list other stranger methods of transformation, such as: rubbing the body with magic ointment, drinking rainwater out of the footprint of the animal or repeating a set spell. After returning to their human form, werewolves are usually documented as becoming weak, debilitated and undergoing painful, nervous depression.





# Features of a non-chronological report:

Title -

What is the report about?

Sub-headings -

Separate your information.

Introduction -

What is the report about?  
- a little bit more.

Present Tense -

Imagine it is happening now.

Main information -

Facts about your topic.

Pictures/Diagrams-

What does it look like?

Third Person -

Use he, she, it, etc.

Watch the video to help you understand more about non-chronological reports

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

## Purpose:

- Non-chronological reports don't have to be read in any order.
  - Aim to give us information on a topic.
  - Written to give other people information.
  - Useful for studying things we don't know a lot about.
- 
- Written in paragraphs.
  - Contain an introduction, main body and final paragraph.
  - Reports contain specific features.

# Task

We are going to **analyse** the features of a non-chron report.

This means to think about why each feature exists and what it does.

For example:

## Introduction

Non-chronological reports have an introduction to explain what the report is about. The introduction gives a small amount of information on the subject to introduce the reader to the topic.

You are going to do the same for each feature of a non-chron report. They are listed on the next slide.

### **Success criteria:**

Name of feature (underlined)

1-2 sentences describing the feature and its purpose

Full sentences

Correct punctuation

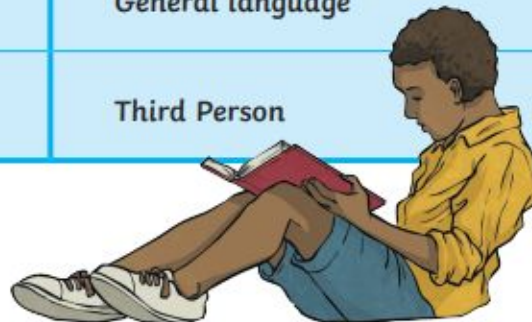
# Features to analyse

1. Title
2. Introduction
3. Main information
4. Sub-headings
5. Present tense
6. Pictures/diagrams
7. Third person

# Non-Chronological Reports

**Purpose:** to describe the way things are

| Examples            | Structure   | Language Features                            |
|---------------------|---|--|
| Letter              | Opening contains a general classification         | Present tense                                |
| Non fiction book    | A description of their chosen subject             | Technical vocabulary relevant to the subject |
| Information leaflet | Paragraphs about different aspects of the subject | Descriptive and factual language             |
| Catalogue           | Conclusion  | General language                             |
| Magazine article    |   | Third Person                                 |



Send photos or screenshots of your work to your teacher:

5L: [elango@kingsavenue.lambeth.sch.uk](mailto:elango@kingsavenue.lambeth.sch.uk)

4/5W: [jduke@kingsavenue.lambeth.sch.uk](mailto:jduke@kingsavenue.lambeth.sch.uk)

## Lesson 2

Tuesday 26th January 2021

LO: To research for a non-chronological report

Voice-over video link:

<https://youtu.be/SMzN9yvBwZ4>

## Viking Boy, Chapter 5

<https://www.youtube.com/watch?v=IwO-CPS47PM>

# Non-chronological report

Later in the week we are going to write a non-chronological report on the Viking Gods.

Imagine these will be going in an information pack about the Vikings for an exhibition at the British Museum!

Vikings believed in the Pagan gods. Who else believed in these Gods and when did we learn about it before?

Some of them have slightly different names but they are the same ideas.

Let's watch a quick video as a recap.

<https://www.bbc.co.uk/bitesize/clips/zyy9wxs>

# Task 1 - read through research:

Use the information on the next 5 slides to complete the notes about the Vikings.

After the research, the slides will prompt you for what notes to make.

## Who were the Viking Gods and Goddesses?

There were many Norse Gods and Goddesses, who were believed to share many of the same flaws as humans, such as jealousy and greed. While the Gods lived for a long time and were thought to have magical powers, they were not immortal.

## Days of the week

**Monday:** for Mani, goddess of the moon, Mani's day

**Tuesday:** For Tyr, god of war, Tyr's day

**Wednesday:** For Odin, the Raven God, sometimes known as Woden, Woden's day

**Thursday:** For Thor, god of strength and storms, Thor's day

**Friday:** For Frigg, goddess of marriage, Frigg's day

**Saturday:** Saturday did not come from the Vikings. It came from the ancient Romans - Saturn's day.

**Sunday:** For Sol, goddess of the sun, Sun's day

## More about the Gods and Goddesses

Research page 2

**Odin:** Odin is one of the best Norse Gods for kids to learn about. Odin was the God of poetry, wine, knowledge and war. He was also ruler of the Gods. Odin had two ravens who sat on each of his shoulders, and so he was also often called the Raven God. Odin's thirst for knowledge also led to him making a famous deal with a wise giant. He is said to have traded one of his eyes in exchange for all of the wisdom in the world, which is why some images depict him with an eye patch.

**Thor:** Thor was Odin's son and was the God of strength, thunder and fertility. He had a magical belt and hammer, and two goats named Toothgnasher and Toothgrinder pulled his chariot. This God is one of Viking mythology's great heroes, remembered and praised for always supporting the poor.

**Loki:** Loki was Odin's adopted son. As well as being a mischief maker and a trickster, this God was famously a shape-shifter. In Old Norse mythology, Loki was able to turn himself into a fly, an old woman, a fish, a horse and a seal. He also had a love of pranks, which actually led to the tragic death of another of Odin's sons, Baldur.

**Sif:** Sif was Thor's wife and the Goddess of the harvest. She was another victim of one of Loki's pranks - he cut her beloved long blonde hair which upset her greatly. According to a Viking Saga (a story told by Vikings that has been passed down through the centuries), her heavy, salty tears fell on Middle Earth (the place that was inhabited by giants, goblins and various monsters as well as humans) and as a result, the crops could not grow. To resolve this, and to avoid an angry beating by Thor, Loki persuaded the dwarfs to spin some new hair for the Goddess.

**Freya And Frey:** Frey and Freya were brother and sister. Freya was the Goddess of fertility, love, growth and war. Freya had a chariot that was pulled by two wild cats. Frey was in charge of the elves and dwarfs, and had to make sure the sun shone, the rain fell and the crops grew. This God had a sword that could fight on its own and a ship that folded into his pocket. He also had a chariot that was pulled by a golden pig.

## Where did the Viking gods and goddesses live?

One day, Odin decided that the Gods should live separately from non-gods (humans). In the blinking of an eye there rose up a shining, dazzling city, full of palaces made of gold and silver. With towers that almost touched the clouds. And Odin said: 'I shall call it Asgard! City of the gods! In the day it will glitter in the light of the sun, in the night it will glimmer in the light of the moon. Asgard!'

And that was that. In five minutes flat, Odin had made the lot: Jotunheim, home of the giants; Midgard, home of you humans, and Asgard, city of us gods. And - as a final touch - he joined Asgard to Midgard with a fantastic bridge made from a rainbow!

## Where did warriors go after they died?

Vikings were given courage in battle by their belief in a glorious afterlife. They thought brave warriors had a good chance of reaching Valhalla, a great hall presided over by the god Odin, the treacherous god of battle and poetry. Here they would enjoy a long age of fighting and feasting. This belief shaped the way the Vikings lived their lives, faced their deaths and honoured their fallen.

Perilous voyages, bloody battles and a hard life of raiding and subsistence farming meant few survived beyond their 40s. Valhalla, where battle wounds were healed and the mead never ran out, was their idea of heaven. Knowing they might end up there encouraged them to embrace the dangers of the battlefield.

Valhalla was run by Odin, a god favoured by aristocratic warriors. Norse sagas reveal that while many people worshipped other gods such as Thor to ensure the fertility of their land, warriors and rulers looked to Odin. They may have even sacrificed people to him for success in war. So men from this elite section of Norse society would have expected to be chosen to join Odin's warriors after death.

## Task 2: Notes from the research

In your books write the sub-heading:

### Viking Gods and Goddesses

*Answer these questions in full sentences.*

What religion did Vikings follow?

Did they just believe in 1 god?

Were Viking gods and goddesses the same as normal humans?

In your books write the sub-heading:

Days of the week

*Answer these questions in full sentences.*

How have the names of Viking Gods and Goddesses affected the language we use today for the days of the week?

In your books, make notes about the Gods and Goddesses listed in your research (you can do a subheading for each one)

### Thor

*Answer these questions in full sentences.*

What was Thor the God of?  
How was he connected to Odin?  
What were his symbols?

### Loki

*Answer these questions in full sentences.*

What could Loki do?  
How was he connected to Odin?  
In your books write the sub-heading:

### Sif

*Answer these questions in full sentences.*

How was Sif connected to Odin?  
What was she the goddess of?  
What was her story?  
In your books write the sub-heading:

### Frey and Freya

*Answer these questions in full sentences.*

How were they related to each other?  
What was Freya the Goddess of?  
What did Frey do?

Keep your research notes safe, you will use them to write your report later in the week.

Send photos or screenshots of your work to your teacher:

5L: [elangoo@kingsavenue.lambeth.sch.uk](mailto:elangoo@kingsavenue.lambeth.sch.uk)

4/5W: [jduke@kingsavenue.lambeth.sch.uk](mailto:jduke@kingsavenue.lambeth.sch.uk)

# Lesson 3

Wednesday 27th January 2021

LO: To plan a non-chronological report

Voice-over video link:

<https://youtu.be/pVWj7j6KxsE>

# Expanded noun phrases

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>

When we are writing our non-chronological reports, to make our writing more interesting we need to focus on using expanded noun phrases.

# Expand these noun phrases

Thor is shown with a hammer.

Odin is a god.

The Viking gods have muscles.

When warriors die they go to Valhalla.

# Expand these noun phrases

Thor is shown with a **giant, metal** hammer.

Odin is an **important, wise** god.

The Viking gods have **bulging, broad** muscles.

When **brave, strong** warriors die they go to Valhalla.

# Planning non-chronological report

We are going to plan our non-chronological reports today so that tomorrow we can write them out in neat.

What subheadings will you use? How will you organise your research into these subheadings?

You can use bullet points to plan your work - use the planning template on the next 2 slides.

How can you include expanded noun phrases?

# Planning Your Report

**Title**

**Introduction**

What is the report about?

**Sub-heading**

Add interesting facts and information below.

**Sub-heading**

Add interesting facts and information below.

**Sub-heading**

Add interesting facts and information below.

**Picture/Diagram**

Add a picture or labelled diagram.

| Success Criteria      |  |
|-----------------------|--|
| Punctuation           | Capital letters full stops . commas , exclamation marks !                          |
| Third person          | he, she, it, they  |
| Present tense         | Odin is the chief Viking god.  |
| Introduction          | What is the report about?  |
| Subheadings           | What is this section of the report about?  |
| Relative clauses      | Odin, who is the chief god,  |
| Fronted adverbials    | Often As a consequence Also  |
| Expanded noun phrases | Thor has strong muscular arms and a heavy hammer                                   |
| Year 5/6 words        | ancient category equipment familiar identity                                       |
| Parenthesis           | The chief god (Odin) The Vikings - similarly to the Anglo-Saxons - have many gods. |

Keep your plan safe, you will use it to write your report tomorrow.

Send photos or screenshots of your work to your teacher:

5L: [elangoo@kingsavenue.lambeth.sch.uk](mailto:elangoo@kingsavenue.lambeth.sch.uk)

4/5W: [jduke@kingsavenue.lambeth.sch.uk](mailto:jduke@kingsavenue.lambeth.sch.uk)

# Lesson 4

Thursday 28th January 2021

LO: To present ideas from non-fiction in a non-chronological report (1).

Voice-over video link:

<https://youtu.be/jP6CYEymRvk>

Today we are writing our non chronological report on the Viking gods.

What are the features of a non-chronological report?

Resources and model on the next few slides.

# Features of a non-chronological report:

Title -

What is the report about?

Sub-headings -

Separate your information.

Introduction -

What is the report about?  
- a little bit more.

Present Tense -

Imagine it is happening now.

Main information -

Facts about your topic.

Pictures/Diagrams-

What does it look like?

Third Person -

Use he, she, it, etc.

# Non-Chronological Report Sentence Openers



|                          |                       |                            |
|--------------------------|-----------------------|----------------------------|
| Although...              | Normally,             | Fortunately,               |
| Amazingly,               | Often,                | Frequently,                |
| An important thing...    | On average,           | Furthermore,               |
| Are you aware that...?   | Sometimes,            | Generally,                 |
| As a result,             | Strangely enough,     | Have you ever wondered...? |
| As well as that,         | Surprisingly,         | If...                      |
| Because of this,         | There are...          | Imagine,                   |
| Consequently,            | This is...            | In addition,               |
| Despite...               | Unfortunately,        | In summary,                |
| Despite the fact that... | Unusually,            | Incredibly,                |
| Did you know that...?    | Usually,              | Interestingly,             |
| Even though...           | When...               | Like many...               |
| Finally,                 | Would you believe...? | Mainly,                    |



# ALL ABOUT THE VIKING GODS

## A NON-CHRONOLOGICAL REPORT

### Introduction

The Vikings believe in Pagan Gods and Goddesses who represent many different things. This report will tell you more about their beliefs.

### The Gods and Goddesses

The chief Viking God is Odin, who is the God of war. Odin is also the God of magic. He is usually shown wearing a cloak and a large hat.

Viking legend tells that he hung from the World Tree, Yggdrasil, for nine days until he was blessed with the knowledge of the runic alphabet.

His wife, Frigg, is the Goddess of fertility. Frigg is also the Queen of Asgard.

Thor (Odin's son) is the God of thunder. He carries a hammer - his famous symbol - and is known for his bravery and strength.



Valhalla: hall of the slain.

### Other Gods and Goddesses

Loki is the God of mischief and chaos. He can shape-shift and take on animal forms.

Freya is the Goddess of love and beauty. When she cries, her tears turn to amber.



Thor with his hammer.

### **Important places**

Asgard is the home of the Viking Gods and Goddesses.

Valhalla is where warriors who die in battle go. They are led there by Valkyries, and Odin rules over Valhalla, or the 'hall of the slain'. It is decorated with lots of gold shields.

### **Did you know?**

The days of the week that we use today come from the names of the Viking Gods.

For example, Wednesday comes from Odin, Thursday comes from Thor and Friday comes from Frigg.

### **How do the Vikings worship their Gods and Goddesses?**

The Vikings worship outdoors using nature, for example, large rocks, trees and waterfalls. They have daily rituals, which include sacrifices, to wish for good weather or luck in battle. Also, they have large feasts where they make more sacrifices, and drink sacred mead in honour of the dead. Songs and poetry are performed in honour of the Gods and Goddesses.

| Success Criteria      |  |
|-----------------------|--|
| Punctuation           | Capital letters full stops . commas , exclamation marks !                          |
| Third person          | he, she, it, they  |
| Present tense         | Odin is the chief Viking god.  |
| Introduction          | What is the report about?  |
| Subheadings           | What is this section of the report about?  |
| Relative clauses      | Odin, who is the chief god,  |
| Fronted adverbials    | Often As a consequence Also  |
| Expanded noun phrases | Thor has strong muscular arms and a heavy hammer                                   |
| Year 5/6 words        | ancient category equipment familiar identity                                       |
| Parenthesis           | The chief god (Odin) The Vikings - similarly to the Anglo-Saxons - have many gods. |

Send photos or screenshots of your work to your teacher:

5L: [elangoo@kingsavenue.lambeth.sch.uk](mailto:elangoo@kingsavenue.lambeth.sch.uk)

4/5W: [jduke@kingsavenue.lambeth.sch.uk](mailto:jduke@kingsavenue.lambeth.sch.uk)

# Lesson 5

Friday 29th January 2021

LO: To present ideas from non-fiction in a non-chronological report (2).

Voice-over video link:

<https://youtu.be/LhDU6dU9vAg>

Today you are going to write a non-chronological report on a **topic of your choice!**

It could be your favourite animal, your favourite musician, your favourite sport, game, etc.

What are the features of a non-chronological report?

Resources and model on the next few slides.

# Features of a non-chronological report:

Title -

What is the report about?

Sub-headings -

Separate your information.

Introduction -

What is the report about?  
- a little bit more.

Present Tense -

Imagine it is happening now.

Main information -

Facts about your topic.

Pictures/Diagrams-

What does it look like?

Third Person -

Use he, she, it, etc.

# Non-Chronological Report Sentence Openers



|                          |                       |                            |
|--------------------------|-----------------------|----------------------------|
| Although...              | Normally,             | Fortunately,               |
| Amazingly,               | Often,                | Frequently,                |
| An important thing...    | On average,           | Furthermore,               |
| Are you aware that...?   | Sometimes,            | Generally,                 |
| As a result,             | Strangely enough,     | Have you ever wondered...? |
| As well as that,         | Surprisingly,         | If...                      |
| Because of this,         | There are...          | Imagine,                   |
| Consequently,            | This is...            | In addition,               |
| Despite...               | Unfortunately,        | In summary,                |
| Despite the fact that... | Unusually,            | Incredibly,                |
| Did you know that...?    | Usually,              | Interestingly,             |
| Even though...           | When...               | Like many...               |
| Finally,                 | Would you believe...? | Mainly,                    |



# Sharks

Sharks have rough skin and they cannot fold their fins. Sharks have strong jaws (mouths) and many have sharp teeth, but some have flat grinding teeth. Sharks have a fantastic sense of smell and can sniff out food from huge distances. There are about 350 types of shark; they include some of the largest fish in the world.



Great white shark.

## How do great whites find their food?

When the great white shark is close to another animal, it can sense electrical currents made by the animal's body. When they are further away, it has a powerful sense of smell that can track the scent (smell) of fish from a great distance. Great whites have good eye-sight. They see well in the dark and have a good sense of hearing.

## Which is the fastest shark?

The short-finned Mako shark is the fastest shark. It is very streamlined and agile (quick). It is thought by some that it can travel up to 70 miles per hour. It eats other fish such as tuna, which are also some of the fastest swimming fish.

## Why do hammerhead sharks have a funny shaped head?

There are lots of thoughts about why hammerhead sharks have strange shaped heads. Some think it is to help the shark move through the water. Others think it helps their sense of smell – most hammerheads have nostrils on the outer tips of their heads.



Hammerhead shark.

## Did you know...

- Whale sharks can grow over 14 metres in length.
- Hammerheads grow up to 4 metres long and are found in warm seas.
- The world's largest fish is the whale shark.
- The longest known great white is 6 metres.

| Success Criteria      |  |
|-----------------------|--|
| Punctuation           | Capital letters full stops . commas , exclamation marks !                          |
| Third person          | he, she, it, they  |
| Present tense         | Odin is the chief Viking god.  |
| Introduction          | What is the report about?  |
| Subheadings           | What is this section of the report about?  |
| Relative clauses      | Odin, who is the chief god,  |
| Fronted adverbials    | Often As a consequence Also  |
| Expanded noun phrases | Thor has strong muscular arms and a heavy hammer                                   |
| Year 5/6 words        | ancient category equipment familiar identity                                       |
| Parenthesis           | The chief god (Odin) The Vikings - similarly to the Anglo-Saxons - have many gods. |

Send photos or screenshots of your work to your teacher:

5L: [elangoo@kingsavenue.lambeth.sch.uk](mailto:elangoo@kingsavenue.lambeth.sch.uk)

4/5W: [jduke@kingsavenue.lambeth.sch.uk](mailto:jduke@kingsavenue.lambeth.sch.uk)