



English – Non-chronological reports

Reading: poetry

We are getting ready for our next piece of work which is to write a poem about your rainforest animal. Start by reading 'The Sea' by James Reeves. Analyse the text by finding the poetry features: rhyme, alliteration, metaphor, personification, repetition. You may like to print out the poem and highlight the features, or copy out an example from the text to match each feature.

Extension: what is your opinion of the poem? What are the different moods of the sea? The poet has used figurative language to describe these moods: find some examples.

Writing

This week you are writing your rainforest animal report. Refer back to your plan of information paragraphs, your bank of sentences and key words and decide how you are going to present your work. You will also need an introduction and conclusion. Look back at examples of other reports to give ideas about the content and presentation: colour and pictures would be brilliant too. Use the success criteria to guide you.

Spelling: Revision of prefixes.

How do the prefixes un, mis, dis and in change the meaning of a word? Watch this video.

<https://www.bbc.co.uk/teach/class-clips-video/prefixes/zknd7nb>

Show your learning: create a poster or fact file to show the rules, and find a range of different examples. Choose 5 words you find tricky to practise learning to spell.

Theme

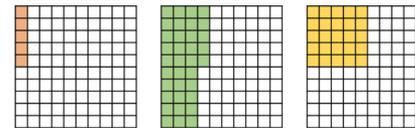
Last week we looked at how a Rainforest has different layers and plants have adapted to this environment in order to survive. This week we are going to look at some comparisons between Brazil and England. To begin with, please write a definition of climate and a definition of weather in your books. On the PowerPoint there are some slides to work through about the different climates within Brazil. If you can't access this you could do your own research on the different areas of Brazil and how the climate is affected by physical geography.

Maths - Percentage

'Percent' relates to 'number of parts per hundred'. Percentages are just a fraction out of 100. Fifty percent is the same as 1/2 . That's because 50/100 is a half too.

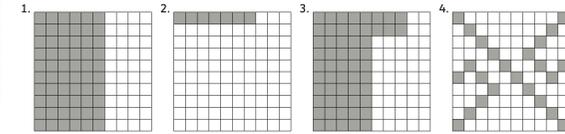
We use the '%' sign which stands for percent, which also means 'out of 100'. For example, 75% results in 75 out of 100.

Complete the sentence stem for each diagram.



There are ___ parts per hundred shaded. This is ___%

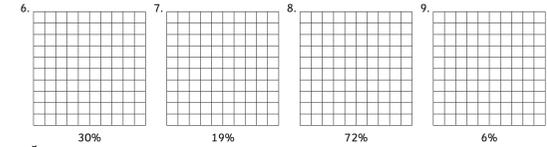
What percentage of each grid is coloured in?



Complete the table.

Pictorial	Parts per hundred	Percentage
	There are 51 parts per hundred.	
		75%

Colour in the squares to represent the percentages shown.

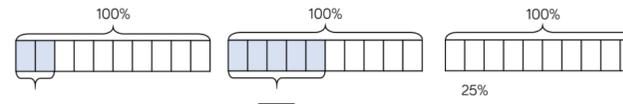


Mo, Annie and Tommy all did a test with 100 questions. Tommy got 6 fewer questions correct than Mo.

Name	Score	Percentage
Mo	56 out of 100	
Annie		65%
Tommy		

Look at the bar model, how many parts is it split into? If the bar is worth 100%, what is each part worth?

Complete the bar models.



Complete the table.

How many more marks did each child need to score 100%?

<https://www.kidzone.ws/geography/brazil/climate.htm>

Links to support this learning

English

Links for poetry: a search for this poem will reveal it as an image. It is also available on various sites including this one.

<https://www.poemhunter.com/poem/the-sea-36/>

This poster gives some poetry features and definitions.

<https://www.twinkl.co.uk/resource/t2-e-383-figurative-language-poster>

Maths

<https://www.theschoolrun.com/what-is-a-percentage>

<https://www.twinkl.com/resource/t-n-2122-fractions-decimals-and-equivalents-display-poster>

Supporting Information for parents

If they wish, children can use the examples as models for their own writing.

English: the purpose of an introduction is to explain what the report is going to be about. Start with a statement eg **One of Britain's best-known mammals, the red fox is the most widespread and numerous predator in the UK, and it is found in many different habitats including the countryside, coasts and towns. Its habits have been studied in detail by scientists.**

The conclusion summarises the report without repeating everything that has been said. Start it with an opening phrase: In conclusion – To summarise – To conclude eg **In conclusion, this highly adaptable and versatile animal remains one of Britain's favourites due to the fact that it can often be seen in the wild, as well as being a familiar character in many children's storybooks. The facts of its life only add to the existing interest in this very special predator.**

Theme: There are different websites with information on Brazil's climate but the PowerPoint contains comprehensive collated information. If you can't access this you could do an open ended investigation into our UK climate, seasons, weather patterns. In Rhos next year they will need to give a weather report so they could find out information that is provided in a weather report or even present their own. Why do we need to know the humidity or pressure? What information does the Air Quality Index provide? Do we need to know wind speed direction or precipitation?

Maths:

