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Great explorers

Canute class

For your English this week we will begin to study our new class text ‘Amelia Earhart’. This text will form the basis of our English learning and compliments our new topic ‘Great explorers’. Below there are five English tasks (one for each day) which are based around the text.

**Task 1:**

**Rec/Year 1/Year 2**

In your book create a spider diagram to show everything that you already know about explorers. Use these questions as a guide to get you started.

* What is an explorer?
* How does an explorer travel?
* Does an explorer have to travel great distances?
* Why are some explorers famous?
* What are explorers looking for?
* What qualities do explorers have?
* Who are famous explorers?

Example:

Inquisitive

Brave

Explorers

Explorers travel in lots of different ways:

* Car
* Boat
* Plane

Explorers like to find things out.

Explorers investigate

**Task 2:**

Read our class text ’Amelia Earhart’ with an adult and answer the following questions.

**Reception:** Discuss and answer the following questions with an adult.

**Year 1:** Discuss and answer the first four questions with an adult, use your sound mat to write the answers to the last three questions.

**Year 2:** Answer the following questions in sentences.

1. What did Amelia imagine she was as a little girl?
2. What type of show did Amelia go and see when she was older?
3. How do you think Amelia felt when she first rode in an aeroplane? Why?
4. What was Amelia Earhart the first woman to do?
5. What was Amelia Earharts ambition?
6. What is Amelia Earhart’s advice?
7. Why is Amelia Earhart famous?

**Task 3:**

Today we are going to be focusing on different types of sentence. Read the four descriptions of sentences below, in your books write the sentences and decide whether they are a **statement, command, exclamation or question.**

1. Gives orders and uses command words or imperative (bossy) verbs.
2. Makes a statement with emotion and ends with an exclamation mark.
3. Tells the reader or states something and ends with a full stop.
4. Asks something and ends with a question mark.

Copy the following sentences into your book and then label them deciding which type of sentence they are:

1. It is raining
2. How amazing the show was
3. What is the time
4. Pick up that rubbish

**Year 1:** Using our class text can you write an example of each type of sentence?

**Year 2:** Using our class text can you write 2 - 3 examples of each type of sentence?

**Task 4:**

Using the pictures, or with adult support read the instructions ‘how to make a paper aeroplane’ (this is attached to the blog).

**Years 1 and 2**: Once you have read or listened to the instructions answer the following questions in your book in sentences.

**Reception:** Discuss the following questions with an adult.

1. What are instructions?
2. What do they do?
3. How are they helpful?
4. What features do instructions have?

**Years 1 and 2**: Finally, complete the checklist below (you could print this one and stick it into your book or draw your own) using the ‘How to make a paper aeroplane’ instructions. Are all the features present? Are there any features missing?

Ask an adult or older brother or sister to have a look at the ‘how to make a paper aeroplane’ instructions and complete the ‘friend’ column of the checklist. Do they agree with you? Why?

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Child | Friend |
| Structure and Language | | |
| Title |  |  |
| 'You Will need/ingredients' list? |  |  |
| Numbered steps to follow |  |  |
| Pictures and labels |  |  |
| use command words?  (put, lift, listen, mix...) |  |  |
| Time words |  |  |

**Task 5:**

With the support of an adult re-read the ‘how to make a paper aeroplane’ instructions. Using a piece of A4 paper follow the instructions to make your own paper aeroplane. Are you able to follow the instructions easily? Without help?

**Rec**: Discuss the following questions with an adult:

1. Did your aeroplane fly?
2. Were these instructions easy to follow? Why?
3. What would you improve or change about these instructions? Why?

**Years 1 and 2:** In your books answer the following questions:

1. Did your aeroplane fly?
2. Were these instructions easy to follow? Why?
3. What would you improve or change about these instructions? Why?