

Lets explore explanation texts and our senses...



This week, you will explore the features of explanation texts and do some research to find out more about our senses and help you answer the following question:

How do our senses work?

We hope you enjoy finding out about our senses! Remember you can share your work with someone at home and send it in to us at: homelearning@stjeromebilingual.org . We would love to read your amazing facts and share some work on the school website!

Miss Dear and Miss Reynolds☺

Monday

LI: To recognise features of explanation texts.

Watch the [video about explanation texts](#). If you can, discuss with someone at home:

- What is the purpose of explanation texts? (Why do we write explanation texts?)
- Which features did Chris (the man in the video) mention? What can we find in an explanation text?

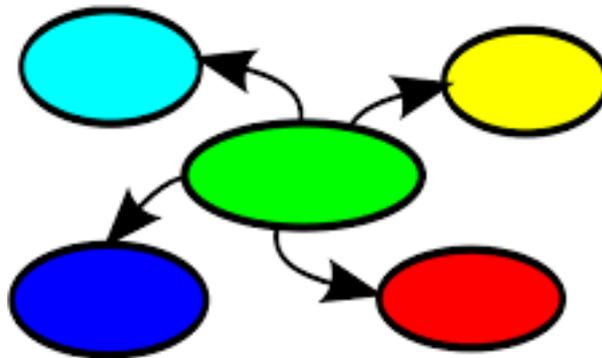
Have a look at the example explanation texts on [our home learning page](#). Read the texts with someone at home and find the features listed below in the texts. See how many features you can find in each text and label them if you can.

An explanation text is a **non-fiction text** which describes a process. It can describe how to do something, for example how to take a photograph or how a car is made. It can also describe a natural process, for example: the water cycle or how bees make honey.

Explanation texts **usually** include these features:

- **Written in the present tense**, in formal language
- Text arranged into facts to explain **how** something works or **why** something happens.
- Sub-headings to write information in ordered sections.
- **Time conjunctions**, such as: first, then, next, later, finally.
- **Technical vocabulary** (sometimes in **bold**), for example: if the text is about how a car is made, it may include words such as 'ignition', 'engine' and 'bonnet'
- Glossary to explain technical vocabulary
- **Diagrams** with labels and/ or pictures with **captions**

Challenge: Can you find any ideas to magpie (use) when you come to write your own explanation text? For example, some good sentence starters, exciting vocabulary, time conjunctions, etc. Create a mind map to record and remember your ideas.



Tuesday

LI: To

fiction and to find facts to help us answer a question. (Part 1)

distinguish facts from

If you can, explain the difference between facts and fiction to someone at home:

- Which one is real and which one is imagined ideas?

Explain to your person what a verb tense is. Why do you think explanation texts are written in present tense?

- Verb tenses tell us when an action took place in the present, past or future.
Explanation texts use present tense because the facts are true now.

Begin to find out some facts about the senses to help you answer the following question:

How do our senses work? *

This information will help you write your explanation texts next week. Check your facts can help answer the question. You can use books you have at home or the internet, but make you are with an adult to stay safe when using the internet.

You can find some websites to help you get started on [our home learning page](#). You can also use child-friendly search engines such as [Kiddle](#) and [Kidzsearch](#).

*** Feel free to use your own question if you want to find out about a specific aspect of the senses.**

Wednesday

LI: To find facts to help answer a question. (Part 2)

Continue to find out some facts about the senses to help you answer the following question:

How do our senses work? (or your own question about the senses)

This information will help you write your explanation texts next week. Check your facts can help answer the question. You can use books you have at home or the internet, but make sure you are with an adult to stay safe when using the internet.

Remember you can find some websites to help you get started on [our home learning page](#). You can also use child-friendly search engines such as [Kiddle](#) and [Kidzsearch](#).

Thursday

If you haven't done so already, finish researching and read over your facts. **Check for spellings, capital letters, full stops/ punctuation at the end of your sentences, missing words.**

If you have already finished, why not have a go at this week's reading activities. Choose to do **bronze or silver or gold**. You can also choose to write your answers on paper or answer the questions verbally with someone at home.

Friday

LI: To revise using conjunctions and different types of sentences.

Can you remember which conjunctions the letters in FANBOYS and ISAWAWABUB stand for? Try to remember some of the conjunctions and check your answers using the word mats [our home learning](#) page.

Play the flip the coin game to practise writing at least five sentences using conjunctions.

1. Flip the [online coin](#) to decide which type of conjunction to use.
HEADS = use a coordinating conjunction **TAILS** = use a subordinating conjunction
2. Roll the [online dice](#) to find out which type of sentence you will write:
 - 1 = Write a question
 - 2 = Write an exclamation
 - 3 = JOKER (choose any sentence type you like)
 - 4 = Write a statement
 - 5 = JOKER (choose any sentence type you like)
 - 6 = Write a command
3. Write your sentence
4. Flip the coin and roll the dice again!

If you cannot play the game, use the conjunctions word mats (FANBOYS and ISAWAWABUB) to help you write at least five sentences using different conjunctions.

Challenge: Use an adverb or adjective in your sentences to add more detail.

Remember: adjectives describe the noun, adverbs describe the verb.

Sentence Types

Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours. They are beautiful to look at.

Questions

Questions are sentences that ask you something. They usually end with a question mark.

What did you have for dinner?

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me! Please stop doing that.

Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.

What a dangerous mountain to climb!