



## Year 3 – English / Scrumdiddlyumptious

For this half term, we recommend that you read *Charlie and the Chocolate Factory* by Roald Dahl and if you choose to watch the film, you must check with your grown up first as it is a PG film.

### Monday 22/6/20 Non-chronological reports

LI: To articulate and justify an idea or opinion.

This week you are going to create a non-chronological report. What does non-chronological mean?

Non-chronological = not in time order.

A **non-chronological report** is a text which isn't written in time order. They are normally non-fiction texts which give information on a particular subject or event, without referring to the order in which things happen.

Activity: Read the information on James Lind and then write a list of questions you would ask him if you could meet him. Try to ask questions that you will be able to find the answers from the texts, such as dates, quotes and locations.

For example: Why did you want to research the disease scurvy? How long did it take you to do the experiments?

# James Lind

1716–1794

In 1747, a Scottish doctor called James Lind carried out experiments on sailors who were suffering from a condition called scurvy.

Scurvy killed at least two million British sailors between the 15th and 18th centuries.

## The symptoms of scurvy

Sailors with scurvy suffered from many distressing symptoms. They were tired, their joints and muscles were weak and achy, and they felt irritable and miserable. Their gums bled and many lost teeth. They had itchy rashes on their legs and found it hard to catch their breath. Many sailors with these symptoms eventually died.

## James Lind's theory

James Lind was determined to help British sailors who suffered from scurvy. As he researched the disease, he realised that sailors on Dutch ships suffered less from scurvy. The Dutch ships carried barrels of fresh fruit so James began to wonder if eating citrus fruit could cure scurvy.

## How did James Lind test his idea?

James realised he had to design a fair test to make sure that any results he gathered were accurate. So he chose to test six different 'cures' on 12 men who were equally ill with scurvy. He housed them all in the same room and gave them the same food to eat. The only thing he changed was the cure. Two sailors were given cider every day. Others were given vinegar, seawater, sulfuric acid, a mustard mixture or two oranges and one lemon. As the days passed, some of the sailors remained very ill, but some of them became better.



## Who got better?

After six days, James Lind checked on his patients. Most of the sailors were still ill. The sailors who were given cider were a little better but the sailors who ate the citrus fruit were much better. One was fit enough to go back to work, and the other felt well enough to act as a nurse to the other sick sailors.

By carrying out a fair test, James Lind had discovered that eating citrus fruit could cure scurvy!

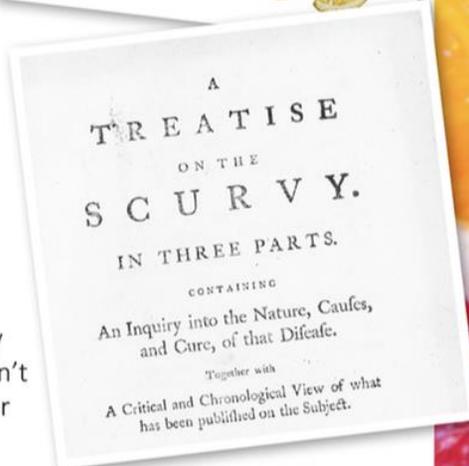
He wrote about his findings in a book called *A Treatise on the Scurvy* and suggested that sailors should eat citrus fruits during voyages. Unfortunately, more than 40 years passed before the British Navy acted on Lind's recommendations and began to provide lemon or lime juice for sailors at sea.

## Vitamin C

When James Lind carried out his test, he didn't know that citrus fruits contained vitamin C. He only knew that they had cured the sailors. Scientists didn't discover vitamin C until 1932, nearly 200 years after James Lind's experiment.

Today, we know that scurvy is caused by a lack of vitamin C. Vitamin C is an important part of our diet because it helps our bodies to maintain healthy tissues and organs and heal wounds. It also protects our cells and keeps them healthy.

Despite knowing the cure, scurvy is still widespread in areas of the world where people are short of food.



## James Lind (1716 - 1794)

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

*Lind was a Scottish doctor, a pioneer of naval hygiene and expert on the treatment of scurvy.*

James Lind was born in Edinburgh in 1716. In 1731, he registered as an apprentice at the College of Surgeons in Edinburgh and in 1739 became a surgeon's mate, seeing service in the Mediterranean, Guinea and the West Indies, as well as the English Channel. In 1747, while serving as surgeon on HMS Salisbury, he carried out experiments to discover the cause of scurvy, the symptoms of which included loose teeth, bleeding gums and haemorrhages.



James Lind ©

Lind selected 12 men from the ship, all suffering from scurvy, and divided them into six pairs, giving each group different additions to their basic diet. Some were given cider, others seawater, others a mixture of garlic, mustard and horseradish. Another group of two were given spoonfuls of vinegar, and the last two oranges and lemons. Those fed citrus fruits experienced a remarkable recovery. While there was nothing new about his discovery - the benefits of lime juice had been known for centuries - Lind had definitively established the superiority of citrus fruits above all other 'remedies'.

In 1748, Lind retired from the navy and went to Edinburgh University to take professional qualifications. In 1753, he published 'A Treatise of the Scurvy' and in 1757 'An Essay on the Most Effectual Means of Preserving the Health of Seamen in the Royal Navy', which threw much light on the appalling living conditions and diet of seamen. In 1758, he was appointed physician to the Naval Hospital at Haslar in Gosport where he investigated the distillation of fresh water from salt water for supply to ships.

In 1763, Lind published work on typhus fever in ships and in the 1768 publication 'An Essay on Diseases Incidental to Europeans in Hot Climates' he summarised the prevalent diseases in each colony and gave advice on avoiding tropical infections. Lind died in 1794 in Gosport.

Although the importance of Lind's findings on scurvy were recognised at the time, it was not until more than 40 years later that an official Admiralty order was issued on the supply of lemon juice to ships. With this, scurvy disappeared almost completely from the Royal Navy.

**Tuesday 23/6/20** Non-chronological reports

L.I: To analyse non-chronological reports.

Do you remember some of the features in a non-chronological report?

Analyse a range of non-chronological reports, identifying the key features needed to make them effective. Take a look at the following reports and highlight the main features or create a list with an example for each.

Example:

<b>Features</b>	<b>My Examples</b>	<b>Your Examples</b>
Eye-catching title	Sugar in our Diet	
Introductory paragraph	We hear a lot in the news about ...	
Sub-headings for each paragraph	What is sugar?	
Present tense	hear, use, is ...	

What other features can you add?

# Sugar in our diet

We hear a lot in the news about how bad sugar can be for our health but just how harmful is this everyday ingredient? This report reveals the facts about sugar and what it does to our bodies.

## What is sugar?

Sugar is a carbohydrate found naturally in foods such as fruits and vegetables. It comes in many forms such as glucose, which we use in our bodies for energy. Over time, people have learnt how to turn these natural sugars into the ingredients we are familiar with, such as white sugar.



## Do we need sugar?

Our bodies need glucose to give us energy. We need just the right amount of glucose in our diets to provide us with the energy to live and move.

## Why is too much sugar bad for our health?

Humans have always eaten sugar in natural forms, such as in fruits and honey. However, in recent years, we have started to consume more processed foods and drinks. These can contain lots of added sugars. For example, one can of cola contains around seven teaspoons of sugar! Meanwhile, people are moving and exercising less often so they are not using all the glucose that they have consumed. Over time, this extra glucose starts to cause problems in the body such as:

- tooth decay
- weight gain and obesity
- serious illnesses, such as diabetes

## How much sugar should we eat?

Natural sugars found in foods such as potatoes, fruit, wholemeal bread and pasta are better for our bodies than sugars that are added to our food. The following table shows the recommended daily intake of added sugar for children and adults.

Age	Recommended daily intake
Under 4	Limited sugar-sweetened drinks and foods
Children aged 4–6	No more than 24 g (six sugar cubes)
Children over 10 and adults	No more than 30 g (seven sugar cubes)

## Recommendations

A bit of added sugar in our diets won't cause us any harm. However, we tend to eat too much of it. Here are some tips for cutting down and making healthy swaps.

- Swap sugary snacks for savoury snacks or fruit.
- Eat complex carbohydrates such as brown rice, porridge, pasta and wholemeal bread.
- Reduce your intake of processed foods and takeaways.
- Drink water or milk instead of sugary drinks.
- Read food labels to check the sugar content.
- Eat treat foods, such as chocolate, once or twice a week rather than daily.

So, now you know all about sugar, why we need it and what harm too much of it can do to our bodies. What healthy choices will you make today?

# The importance of vitamin D

Vitamin D is vital for our health. This report sets out to explain why vitamin D is so important, and how to make sure we get the right amounts.

## What is vitamin D?

Vitamin D is a natural chemical that is found in the bodies of animals, like humans, and in certain plants. Along with other vitamins and minerals, vitamin D is essential for our health.



## How do our bodies use vitamin D?

Unlike vitamin C, vitamin D can be stored in the body. We use it all the time to perform many important functions. For example, it helps our bodies absorb calcium, which we need for strong bones and teeth. It also helps support a healthy immune system, protecting us against illness.

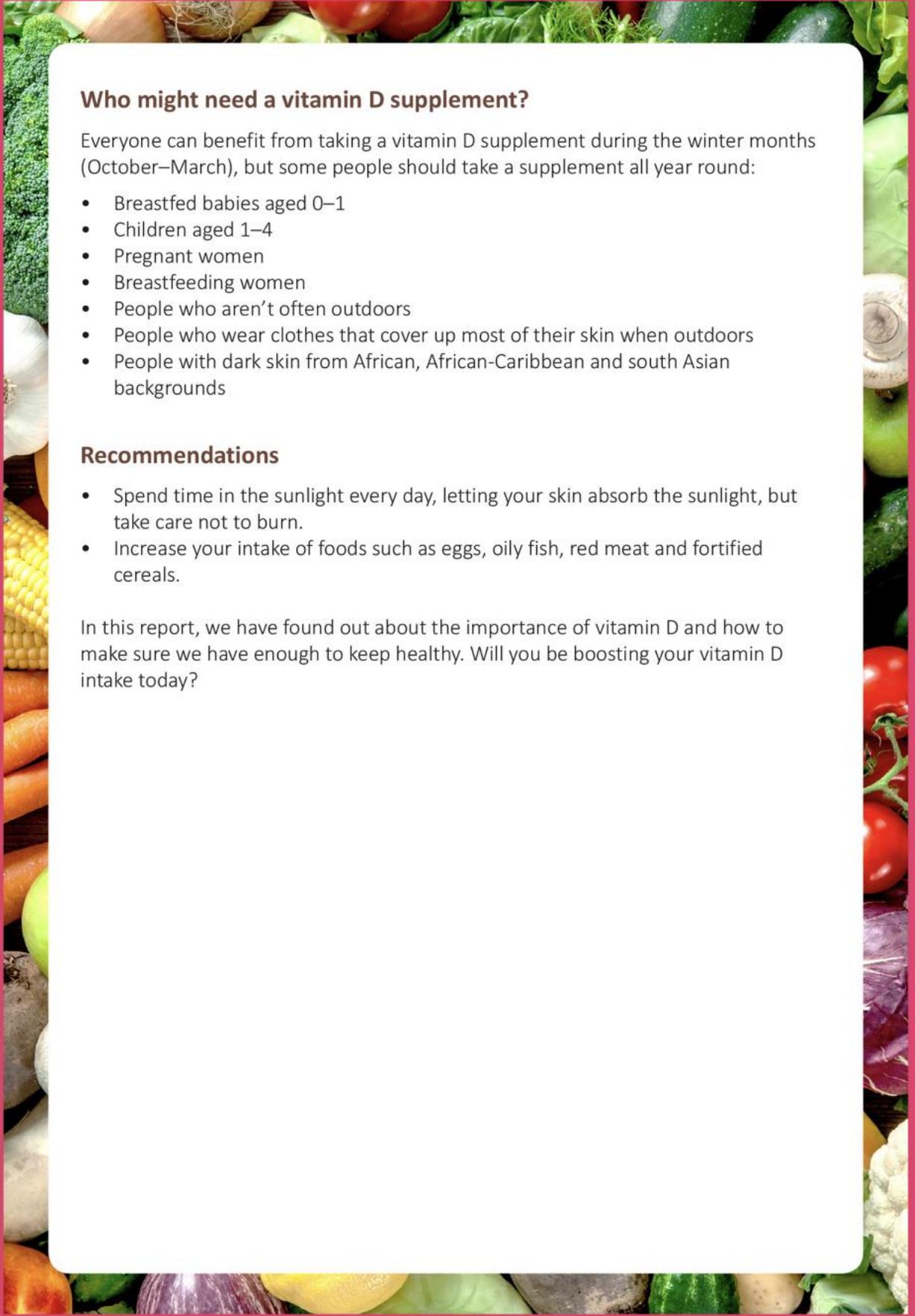
## What happens if we don't have enough vitamin D?

People, especially children, who do not get enough vitamin D can suffer from a range of problems. One of the most serious is a condition called rickets. This is when a person's bones are soft and weak and can grow bent. A lack of vitamin D can also lead to a weaker immune system, making us more likely to catch coughs and colds.

## What are the sources of vitamin D?

There are three main ways that our bodies can obtain vitamin D.

1. Exposure to sunlight. Our bodies make around 90% of our vitamin D from sunlight.
2. Food and drink. Foods such as milk, eggs and oily fish provide around 10% of the vitamin D that our bodies need.
3. Vitamin supplements. Some people may take vitamin D supplements if they are not getting enough vitamin D from sunlight or the food they eat.



## Who might need a vitamin D supplement?

Everyone can benefit from taking a vitamin D supplement during the winter months (October–March), but some people should take a supplement all year round:

- Breastfed babies aged 0–1
- Children aged 1–4
- Pregnant women
- Breastfeeding women
- People who aren't often outdoors
- People who wear clothes that cover up most of their skin when outdoors
- People with dark skin from African, African-Caribbean and south Asian backgrounds

## Recommendations

- Spend time in the sunlight every day, letting your skin absorb the sunlight, but take care not to burn.
- Increase your intake of foods such as eggs, oily fish, red meat and fortified cereals.

In this report, we have found out about the importance of vitamin D and how to make sure we have enough to keep healthy. Will you be boosting your vitamin D intake today?

**Wednesday 24/6/20**

L.I: To identify and use subordinate clauses, including starting sentences with a subordinate clause.

Do you remember what a subordinate clause is?

A sentence has a main clause (this is the important part that makes sense on its own. Some sentences have a subordinate clause. The subordinate clause starts with a conjunction and does not make sense on its own.

for example: **She answered the phone** **when it rang.**

**Main clause**

**subordinate clause**

**when** is the conjunction

Activity 1: Can you write a list of other conjunctions you know? Check that you have all of them with the activity sheet included at the end of this sheet.

**Rule: A subordinate clause is a clause that cannot stand alone as a complete sentence.**

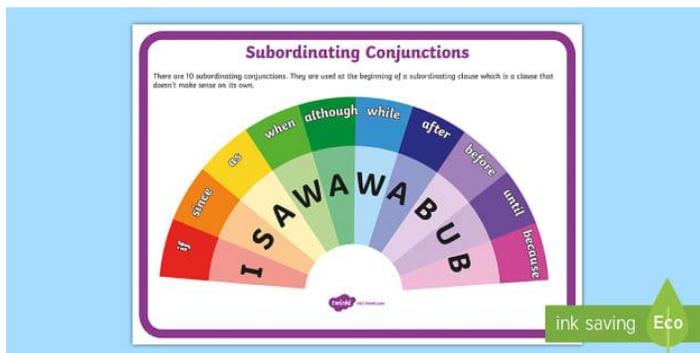
Activity 2: Identify the main clause and underline the subordinate clause. Circle the conjunction in each sentence.

1: We turned up the heat since it was getting cold.

2: Tom and Matt are good friends because they have many common hobbies.

3: Anna practised Mathematics during the lockdown therefore she finds maths easier now.

4: Since the class worked so hard today, the children can watch a film on Friday.



Activity 3: Go through the PowerPoint presentation that is found in google drive or if you cannot access it then look through the following slides.

Year 3 Spelling, Punctuation and Grammar Warm-Up Powerpoint

# Conjunctions to Create Subordinate Clauses Warm-Up



## What Is a Subordinating Conjunction?

A **subordinating conjunction** is a word which still **links two clauses** together in a sentence, but the **subordinate clause** it adds does not make sense on its own.

Let's look at a few examples:

 I will be late **if** I don't get on the next bus.

**Subordinate Clause**

'I will be late' is the **main clause**. This clause makes sense on its own. The **subordinating conjunction** in this sentence is 'if'. It starts the subordinate clause. 'if I don't get on the next bus' is the **subordinate clause**. This doesn't make sense on its own but does add extra information to the main clause.

## Which Conjunction Makes Sense?

Read the main and subordinate clauses below and decide which **subordinating conjunction** would make the most sense.

 Beth was a little bit scared \_\_\_\_\_ the ride was spinning quickly.

Hazim cheered loudly \_\_\_\_\_ his favourite player scored a goal. 

 I didn't go to school \_\_\_\_\_ it was closed for the summer holidays.

If Since As When Although While After Before Until Because!

## Which Conjunction Makes Sense?

Did you manage to choose a subordinating conjunction which makes sense in the sentence?

 Beth was a little bit scared **as** the ride was spinning quickly.  
In this sentence, the conjunctions 'because', 'when' and 'while' also make sense.

Hazim cheered loudly **when** his favourite player scored a goal.  
In this sentence, the conjunctions 'because', 'as', 'while' and 'after' also make sense.

 I didn't go to school **while** it was closed for the summer holidays.  
In this sentence, the conjunctions 'because', 'since', 'as' and 'when' also make sense.

## Where Is the Subordinate Clause?

Read the following sentences and write only the **subordinate clause** on your whiteboard.

 Siobhan had not seen her auntie since she met her at the cinema last Friday.

Mo smiled for the cameras as he crossed the finish line. 

 Keri was tired after completing her marathon swim.

**Top tip:** A subordinate clause does not make sense on its own.

## Where Is the Subordinate Clause?

The **subordinate clauses** in these sentences are underlined. They always **start with a subordinating conjunction**.

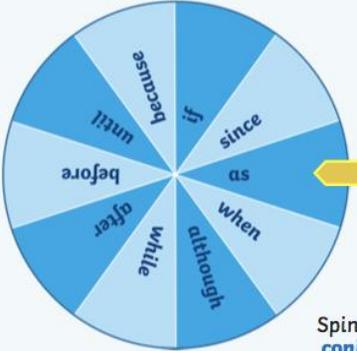
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## Spin the Wheel!

Spin the wheel to select a **subordinating conjunction**.




Spin

Spin the wheel to choose a **subordinating conjunction**. On your whiteboards, write your own sentence about **chocolate** including that conjunction to start a **subordinate clause**.

Example: I like to eat chocolate **because** it's delicious.

Now it's your turn to pick 3 subordinating conjunctions and create your sentence.

- 1) \_\_\_\_\_ .
- 2) \_\_\_\_\_ .
- 3) \_\_\_\_\_ .

## Silly Sentences

Choose a **main clause**, a **subordinating conjunction** and a **subordinate clause** to make the silliest sentences you can **that still make sense**.

Main Clauses	Subordinating Conjunctions	Subordinate Clauses
Jimmy was crying	because	they are salty.
Laura needed a bag	until	she dropped her shopping.
The job was finished	although	he lost his sock.
School was closed	while	the painting was done.
She put the flowers in the vase	before	she bought them.
I love crisps	when	the end of the day.

**Challenge:** Can you start some of the sentences with the subordinate clause and separate it from the main clause with a comma?

**Thursday 25/6/20**

L.I: To plan a non-chronological report.

Today, you are going to pretend you are James Lind and plan a report to the head of the navy showing what you did and what you found out. Read again the paragraphs on James Lind from Monday.

### **How did James Lind test his idea?**

James realised he had to design a fair test to make sure that any results he gathered were accurate. So he chose to test six different 'cures' on 12 men who were equally ill with scurvy. He housed them all in the same room and gave them the same food to eat. The only thing he changed was the cure. Two sailors were given cider every day. Others were given vinegar, seawater, sulfuric acid, a mustard mixture or two oranges and one lemon. As the days passed, some of the sailors remained very ill, but some of them became better.

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By carrying out a fair test, James Lind had discovered that eating citrus fruit could cure scurvy!

He wrote about his findings in a book called *A Treatise on the Scurvy* and suggested that sailors should eat citrus fruits during voyages. Unfortunately, more than 40 years passed before the British Navy acted on Lind's recommendations and began to provide lemon or lime juice for sailors at sea.

## Vitamin C

When James Lind carried out his test, he didn't know that citrus fruits contained vitamin C. He only knew that they had cured the sailors. Scientists didn't discover vitamin C until 1932, nearly 200 years after James Lind's experiment.

Now think about what you would want the head of the navy to know about what you did and what you found out. I have included a planning frame to help plan your report or you can use your own. Remember that a plan is just notes not full sentences – you should add in the details when you write the actual report.

# 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.

**Picture/Diagram**

Add a picture or labelled diagram.

## Friday 26/6/20

L.I: To write and edit your non-chronological report.

You can create a document on computer and or design your own non-chronological report but you must include all the features. I have included a checklist for you.

Challenge: Try to create your own report with as much detail as possible.

### Checklist

Tick	Feature	Example from your report
	Title	
	Introduction paragraph	
	Sub-headings	
	Present tense	
	Third person	
	Subordinate clause	
	Picture/drawing	

# Non-Chronological Report

Title: \_\_\_\_\_

**Introduction:**

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Sub-heading: \_\_\_\_\_

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Sub-heading: \_\_\_\_\_

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**Fun Fact!**

Sub-heading: \_\_\_\_\_

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