

Monday 27<sup>th</sup> April 2020

Comprehension:

Debate- **SHOULD THE GOVERNMENT DO MORE TO REDUCE FOOD WASTE?**

**Key Vocabulary:**

**Crisis**- a time of intense difficulty or danger.

**Democratic**- a system which allows everyone to be involved in making decisions.

**Consumer**- a person who purchases goods and services for personal use.

**YES, THE GOVERNMENT SHOULD DO MORE TO REDUCE FOOD WASTE**

**THE SITUATION IS REALLY BAD**



We can't go on like this. Although there has been some improvement, it's nowhere near enough. Nearly ten million tonnes of food is thrown out every single year. It isn't just a waste of food and money – it also has a big environmental impact, at a time when climate change is causing the planet serious problems. This is a crisis.

**PEOPLE ARE GOING HUNGRY**

The UK is one of the richest countries on Earth, yet millions live in poverty and don't get the food they need. So it's even more ridiculous that so much good food is chucked out every single day. The Government should step in and take firm action to make sure food isn't wasted.

**BUSINESS AND INDIVIDUALS DON'T DO ENOUGH**

The French government has shown the positive effects of politicians taking the lead and forcing businesses to do what's right. Considering the small amount of food that supermarkets in the UK give to charity – and that most supermarkets don't even reveal their total waste – it's up to the Government to force them to give unsold food away or face expensive fines.

**NO, IT ISN'T THE GOVERNMENT'S JOB TO REDUCE FOOD WASTE**

**THIS IS NOT A JOB FOR THE GOVERNMENT**



Freedom of choice is an important part of living in a free, democratic country. Businesses and individuals should be left to decide what they do with their waste. The vast majority of governments worldwide don't interfere in this question – why should ours?

**FINES MAKE PEOPLE POORER**

Any system of fines will end up punishing the poor, who cannot afford it, more than the rich. If supermarkets end up being fined for every kilogram of food they chuck, they will almost certainly pass that cost on to the consumer in the price we pay for food. And it isn't fair to charge individuals for the food they throw out – especially if they might have made an honest mistake.

**EDUCATION IS BETTER THAN PUNISHMENT**

Informing people and businesses, and helping them to make good decisions about food waste, is a far more constructive approach than the Government being tough. Nobody likes to be punished or lectured. It's far better to help them to understand how they can reduce their food waste.

## **Monday Comprehension**

### **Activity:**

### **LO: Making Connections**

### **(Text- to- Self)**

Answer the questions using complete sentences.

1. Do you think you throw too much food away?  
Explain
2. What kinds of foods do you or your family chuck?
3. What can you do as an individual to reduce food waste?
4. What would make you less likely to throw out food?

5. What steps, if any, should the Government take to bring food waste down?  
Why?
6. How can education and information help reduce food waste?
7. Do you think fining supermarkets or individuals is helpful? If so, why, and if not, why not?

Tuesday 28<sup>th</sup> April 2020

LO: To organise paragraphs around a theme

What is a paragraph?

A paragraph is a group of sentences that deals with one main idea or topic. A long piece of writing is much easier to read if it is divided into paragraphs.

When do we start a new paragraph?

- Change in place
- Change in time
- Change in person – this can be a different character being introduced or a different person talking.
- Change in viewpoint
- Change in topic/focus

Here is an example of a text that has been in paragraphs.

**Stepping out of the time machine, Freya looked around in amazement. Her home town looked so different. She could hardly believe her eyes.**

**Suddenly, she heard voices. She ran across the garden and crouched down behind a hedge. Holding her breath, she listened carefully.**

**Two men, who were dressed in the most unusual clothes she had ever seen, came into view. One of them sounded very angry.**

**“You fool!” he shouted. “How will we ever explain this?”**

**“I’m so sorry,” the second man replied. “I promise I can fix this but you have to give me one last chance. We have to go back!”**

**The men stopped right in front of Freya’s hiding place. They stared at each other for a long time. The angry man turned and marched back in the direction they had come from. The other man sighed with relief and ran to catch up with him.**

**Silently, Freya crept out from behind the hedge. Curiously and carefully, she followed behind them.**

Write down the first word of each paragraph. The first one has been done for you.

**Stepping**

Which paragraph introduces the first people Freya sees?

Why did the second paragraph have to be started?

to introduce a  
new character

to introduce a  
new speaker

to introduce a new  
event or action

Task 1:

**The paragraphs in this text have been muddled up. Can you sort them into the correct order?**

- a. A memory haunted him every night. The agonising growls of his sister reverberating through the jungle made his heart shudder in fear. He knew only too well that he should stay away from humans.
- b. In the heart of a mangrove forest in deepest India, a magnificent beast lurked aggressively in the background, camouflaged by his surroundings. The tiger was hungry, looking for his prey.
- c. There it was again! The tiger froze on the spot, lowered his muscular legs millimetre by millimetre until...pounce! As fast as lightning he leapt towards the unsuspecting deer, rendering the creature helpless in his powerful jaws.
- d. Suddenly, from the corner of his eye, he saw a sharp movement. The movement stopped as quickly as it had started. What was it? Was it his next meal? That would be such a relief. Or was it a menacing, human predator? Many times the tiger had escaped the terror of human hunting – the difficulty in finding food was pushing him closer and closer to the local villages to look for animals. He knew this was dangerous and wanted to stay hidden and alone, but he also needed to feed to survive.
- e. As the Bengal tiger crept suspiciously through the undergrowth, his heart was as still as a stone so that he did not alert the ultimate predator – man. Every step was taken gently

and carefully, with great tension.

**Task 2**

Write a short paragraph about the Bengal tiger that could come next in this text.

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**Task 3**

Read the text below and complete the task.

**The red, hot flames flew from the dragon's enormous, cruel mouth. The fire spread in a circle around the field. There was no escape. They were trapped.**

**"I guess this is it!" Jason screamed. "It's all over now!"**

**Desperately, Carla searched for a way out. She wasn't going to give up without a fight. There had to be another way.**

**The heat was closing in on them as the dragon circled above. The clouds of smoke were making it hard to breathe and they both cried tears of frustration.**

**That's when she saw it.**

Here is a new sentence to add to the text:

**The dragon shot another blast of fire, lighting up the night sky.**

Which paragraph would it fit into best? Convince me.

Wednesday 29th April 2020

**LO: I can practice composing and rehearsing sentences through debate.**

**Key Vocabulary:**

**Debate**- a formal discussion on a particular matter in a public meeting in which opposing arguments are put forward and usually ends with a vote.

**Counter argument**- an argument or set of reasons put forward to oppose an idea

**Point of view**- the position from which something or someone is observed

**What is a debate?**

When two or more groups of people have different opinions, sometimes it is useful to have a debate where everyone has time to talk about what they think.

A debate is not just a conversation – you want to win! So you must try to make your audience think the same thing as you.

**The Structure of a Debate**

- Debates usually begin with a topic
- People or groups may have different arguments about the topic
- In a debate, people give their reasons (why?) they are choosing to argue in this way
- Adding examples can make your argument stronger – and maybe help you win!
- Include facts (things which we can prove are true) and opinions (things which we think but somebody else might think something different)
- Think about the **counter argument** – what will the other team says?
- A conclusion should talk about your reasons again. It should remind people why they should choose your side of the argument

**Tasks: 1**

Look back on the comprehension text you did on Monday and identify some of the features listed above.

**Tasks: 2**

**Based on the Shared Reading Book, 'The Butterfly Lion', write:**

1. A list of ideas why Bertie **should** keep the lion cub.
2. A list of ideas why Bertie **should not** keep the lion cub.

**Tasks: 3**

**Choose an idea you've listed above and write a paragraph to develop your argument for this idea.**

Try to include the following: reasons, examples, facts, opinions, counter argument and a conclusion.

**Thursday 30th April 2020**

## **Persuasive Letter**

**LO: I can write to persuade**

Key Vocabulary:

Recipient- the person who you intend to receive the information or accept your argument.

Evidence- the available body of facts or information indicating whether a belief or proposition is true or valid

Emotive language- When words are used to make the reader feel a certain emotion, like sadness or anger.

**There are some important things to remember when writing a persuasive letter.**

**You have to lay out your letter properly:**

- Write your address.
- Write the address of who you are writing to (the recipient's address).
- Write a greeting (the recipient's name).
- Write the full date.
- Write about the topic and persuade your reader.
- Close your letter.
- Write your full name.

**What should be included in a persuasive argument?**

Introduce the topic you are writing about and state the argument– do you agree or disagree?  
Why?

- Explain in detail, using words such as: Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that...
- Describe, using great adjectives.
- Argue why it is so good or bad – be enthusiastic!
- Use powerful verbs.
- Give reasons for and against – use evidence.
- Ask the recipient questions to get them thinking and make them realise they need this.
- Use emotive language- words to make the reader feel a certain emotion eg. We are poor and helpless
- Use repetition- words or phrases are repeated so that they stick in the readers mind.
- Exaggerate- Use information that is over the top and slightly untrue.
- End with a summary of what you need or actions to be taken.

Here is an example of a persuasive letter

Nortwold Road

London

E5 8RN

April 30<sup>th</sup> 2020

Dear Miss Smith,

I am writing to let you know about a very serious problem with your monkey, Merlin. As you know, I absolutely love monkeys, they are beautiful, cheeky, energetic and hilarious. However, I have had enough of it stealing all my bananas and it has to go! Merlin must, must, must be given to the zoo!

Firstly, I work every day to earn enough money to buy my favourite snack, but every time I go to eat one of my precious bananas, they've been stolen by Merlin the monkey! Friday evening for example – he stole my best bunch! Is that fair on me?

Secondly, he is actually breaking the law by trespassing into my home uninvited. In my opinion you should only have pets that you can control. I know some believe monkeys are fun pets, but I feel that they should just be enjoyed by safely visiting them in the zoo. I am sure that you would agree. Don't you think it would be kinder to the poor animal?

Merlin is, after all, a wild animal who should be spending his days climbing ropes, swinging on branches and chasing other glorious monkeys around. You know it's true! Please visit the local zoo as soon as you can, I could even come with you! Do the kindest thing... not only for me, but for Merlin.

Yours sincerely,

Miss Watson

**Task:**

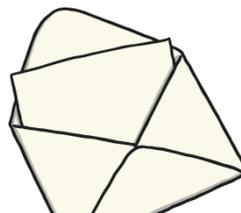
**Pretend you are Bertie.**

**Write a letter to your father persuading him to allow you to keep the lion cub.**

Include the features of a persuasive text, use paragraphs and your debating skills to help you.

Remember to be trying to convince your father!

**Edit and improve your writing.**



Friday 1<sup>st</sup> May 2020

Comprehension: Making Inferences

## Europe Natural Features

Europe is one of the seven continents. The other six are North America, South America, Africa, Asia, Australia and Antarctica. A continent is a group of countries in the same area of the planet. Countries in Europe include the United Kingdom, France, Holland and Greece. All over Europe there are plenty of examples of human and physical landmarks. Some of the most famous physical landmarks are mentioned below.

### Mighty Mountains



In Greek mythology, Mount Olympus was the home of the gods and the throne of Zeus, the head god. It is the highest mountain in Greece, reaching 9,570 feet (2,917 metres) tall. You can usually see the mountain covered in snow for seven months every year between November and May, the wettest season. The rain is caused by a thick blanket of clouds that cover part of the

mountain.

### Violent Volcano

Mount Vesuvius is an active volcano found in Italy, only nine miles from the city of Naples. It has erupted many times, most recently in 1944. The most violent eruption recorded happened in 79AD killing thousands of people and completely burying the nearby cities of Pompeii and Herculaneum.



### Raging Rhine



The Rhine is one of the longest and most important rivers in Europe. It is over 1,232 kilometres (766 miles) long. Its source is in Switzerland and continues to flow through six countries in total before exiting into the North Sea. The river has been used for trade for many years, even as far back as the Roman era over 2,000 years ago. The river is still used for transporting goods today, and many towns have been built along the river to support the many businesses.

Read the information sheet and answer these questions in full sentences.

1. What is a continent?
2. What are natural features?
3. In which season would you not see snow on Mount Olympus?
4. What is an 'active' volcano?
5. When did Mount Vesuvius last erupt?
6. Why is the Rhine an important river in Europe?
7. Why is it surprising that the city of Naples is only nine miles from Mount Vesuvius?
8. Why have people built towns alongside the Rhine river?
9. Why do you think the Ancient Greeks believed Gods lived on Mount Olympus?
10. Which of the three natural features would you be interested in visiting and why? Provide three reasons.