Wednesday 1st April 2020

**Home Learning – English: Non-chronological writing**

*See attached PowerPoint to support your teaching of non-chronological writing. Please do not rush through this work, use each power point slide to practise the learning step highlighted multiple times, eg. sentence construction using adjective(s); sentence construction that contains a conjunction, etc….*

*This way you and your child can build up a collection of sentences about dragons to provide a really thorough piece of writing.*

Good morning Thailand Class! Today, in school, we received a letter from The Ministry for Rare & Endangered Species. (See next page). Please help your child to help the Ministry!

*This is an opportunity for the children to explore what they already know about dragons and then to dig deeper into their imagination to share their thoughts and ideas about amazing dragons and their life processes. Of course this is a bit of fiction, but when there is drama, purpose and tension it can really help lift the writing to a new level.*

*Your child can present their ‘findings’ about dragons in a PowerPoint slideshow, they could create a book or even a video with them as a David Attenborough-type narrator together with their hand-drawn pictures. It is up to you how far you would like to take this activity….*

*You could even:*

* *Write that letter to the Ministry to tell them that you saw a dragon with your own eyes. Tell them where you were, what you saw, what you heard and what happened next!*

*Or do some research to tell Mrs Hubble:*

* *What other endangered animals might the Ministry for Rare & Endangered Species be collecting information about? Use the internet to do your own research about an endangered animal and present your findings in an interesting way so that we can all learn from you.*

The Ministry for Rare & Endangered Species

Central London

1st April 2020

Dear School,

 We are writing to all the schools in West Sussex to ask for your help. Please pass this letter on to all your pupils and their families so that we can receive their support.

In the past week, several witnesses all from West Sussex, have contacted the Ministry offices to say that they have seen a moving creature that looks very much like a small dragon. Some people have told us that they have seen SEVERAL of these creatures all of different colours roaming together as if they are living in small groups. All the witness reports state that these dragon-like creatures are roaming in the woods near Storrington and Arundel and also at the edges of the swampy flood plains of Pulborough. In 100 years, the Ministry has only heard about 6 such sightings!

We know that your pupils have read a lot about dragons or seen and heard them in films, videos and pictures – THE CHILDREN ARE THE EXPERTS - but have they seen them with their own eyes? Children, we would like you to come forward and report this to us, if you have.

At the Ministry, we admit we know very little about dragons because we have been concentrating our efforts on other rare and endangered animals. We think the children know things about dragons that we don’t yet know so, to help us gather more information, we are asking for your help to grow our understanding of these strange animals. In particular, we need to know details about the following:

1. What do dragons look like?

Draw and write detailed information about their colour, skin description, their size (comparisons are good to give us an idea of what you mean), body parts, face parts… How do dragons differ amongst each other? Is one dragon different to the next…?

1. What senses do dragons have? How do they use their senses? How effective are their senses? Which is their strongest sense…the one they rely on the most? What are dragons really good at doing? Can dragons detect the slightest of sounds or movements?
2. What do dragons eat? What food is their favourite? What do they NOT like to eat? Is there a reason for their choices of food?
3. Are dragons scared of anything? Why are they so hard to come by?
4. Where do dragons come from? Where do they live? Can they really fly? How far do they travel in one day/a year? What do dragons spend their time doing?
5. Are dragons good to have around near humans or are they bad to have living or roaming nearby? Is it possible for humans to have a safe relationship with dragons?

I hope these questions will help you get your thinking caps on. We cannot do this without you!!

Yours faithfully,

M. I. T. Hunter

Outreach Director

Ministry for Rare & Endangered Species