

You are going to write a Non-Chronological Report on *'The Coronavirus'*.

Planning Sheets on pages 5 & 6

Later you will read the book that was sent entitled:

Task 1: Ask yourself:

- What do you know about the Coronavirus?
- Where did it originate?
- How are people infected?
- How can we keep safe?

Task 2: Watch the clip BBC clip on Writing a Report <https://www.youtube.com/watch?v=JvVaqqNrxbk#action=share>

**** Whilst watching it – write down the key features. ****

Look on the next page for the key features.

Coronavirus

A book for children



	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

Task 3: Read the book:

Coronavirus

A book for children



Task 4: ** Whilst reading it write down on paper:

- **Key facts about the Coronavirus**

- What is the Coronavirus and how do you catch it?
- Why are people worried about catching it?
- How can people prevent catching it?
- How will it change our world for the better in the future?

- **Technical Vocabulary**

ON THE NEXT PAGE IS AN EXAMPLE OF A NON-CHRONOLOGICAL REPORT

British Science Week:

Journeys

Despite its name, British Science Week is a ten-day long celebration of science, maths, **engineering** and technology. It is celebrated annually and was first held in 1994, when it was known as 'Britain's National Science Week'.

It is now one of the biggest national celebrations of science, with over one million people of all ages taking part in fun and engaging activities across the UK each year. Anyone can organise and take part in an event during British Science Week and lots of people do, including teachers, community groups, parents and business leaders.

The event was created by the British Science Association and money is provided by BEIS (The UK Department for Business, Energy, **Innovation** and Skills) to make sure that lots of people get to take part. It was created so that everybody across the country had a chance to become interested in science.



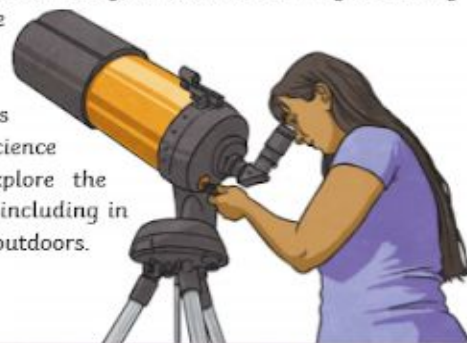
Glossary

Engineering – The part of science which designs and builds engines, machines and buildings.

Innovation – Coming up with new products and ideas.

Yearly Theme

The theme for this year's British Science Week is 'Journeys'. This theme was chosen so that it would make children think about scientific journeys in their everyday lives. Perhaps they could think about the journey food takes to get to them (or even the journey it takes through their body) or perhaps the way electricity travels to power items in their home and beyond. They could even think about journeys into outer space or the journeys of the planets. Journeys are all around us and the British Science Association want children to explore the science in the world around them, including in their home, school, local area and outdoors.



British Science Week: Journeys

Journey to the Ground

Going on a scientific journey of your own does not have to be difficult. Imagine you are walking through a park and you spy some sycamore seeds falling gracefully around you. Suddenly, you spy one that is falling much slower, and travelling further than the rest of the seeds. You follow it with your eyes and inspect it when it lands. It looks like an ordinary seed. What made this seed travel further than the rest? As a scientist, you must find out.

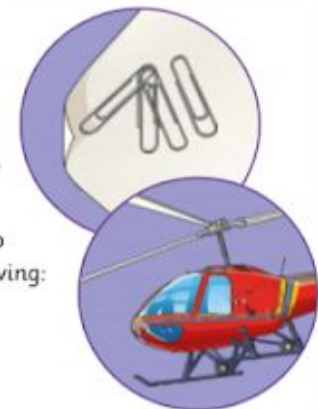
Sycamore seeds are designed to catch the wind as they fall and 'fly' far away from the tree in order to grow a new tree. The air pushes upwards against the 'wings' of the seed (and the arms of your helicopter) and pushes them in opposite directions, making the seed spin. This creates 'lift' which works against the force of gravity, and slows the seed down.

What to do:

1. Cut out the helicopter template carefully using scissors.
2. Fold along the dotted lines as shown to make a 'T' shape.
3. Attach a paper clip to the bottom of the helicopter.
4. Hold your helicopter in the air and release.
5. Time how long it takes to spin to the ground.

You will need:

- scissors
- helicopter template
- paper clips
- stopwatch



What could you change about your helicopter to make it fall more slowly? Think about the following:

- length, size or shape of the rotor blades;
- weight (i.e. the number of paper clips);
- the size of the helicopter.

Which one do you think will make the largest difference? Why?

Now complete your plan on pages 5 & 6

WRITE SOMETHING IN EVERY BOX!

**** REMEMBER:** Keep to **FORMAL LANGUAGE**, use the **THIRD PERSON, PRESENT TENSE** and **RHETORICAL QUESTIONS**.

<p>Topic Title:</p>	<p>Fact Box – write an interesting fact</p>	<p>Glossary: Write a few words and meanings</p> <p>Antibodies – Special cells that fight the effects of a disease germ or its poisons</p>
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Sentence Starters including time connectives, fronted adverbials

Throughout the last weeks, life has...

Despite being confined to our homes and houses...

We have now learnt...

Rather than thinking about what has been lost, think about...

Without keeping safe...

The impact of the Coronavirus has meant that...

Some people have suffered severely from the effects of...

Whilst doctors claim that by...

With the pandemic at its peak, the number of people contracting the virus....

Vocabulary
If you are unsure of the meanings – look them up!

Weekly Spellings	Specific/Technical Vocabulary Formal Language
continue difficult enough exercise increase experience natural strength through remember	virus germs fever / high temperature cough / headaches illness antibodies ventilator medical treatment breathe scientists vaccine hospital changed drastically

Paragraph 1: Introduction

SUBHEADING: Coronavirus and its Spread

What is the Coronavirus?

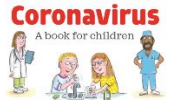
How do you catch it?

(Brief introduction paragraph gives who/what/where overview)
It answers the questions: *What is the Coronavirus and how do you catch it?*

(Look at the book: **Coronavirus: A Book for Children** that was also sent)

Thoughts to help: - this section needs more information

- virus which spreads germs
- lack of antibodies to fight the infection



Paragraph 2:

SUBHEADING: Catching the virus

Why are people worried about catching it?



(Look at the book: **Coronavirus: A Book for Children** that was also sent)

Paragraph 3:

SUBHEADING: Stopping the Virus Spreading

How can people prevent catching it?



(Look at the book: **Coronavirus: A Book for Children** that was also sent)

Paragraph 4 – Conclusion:

SUBHEADING: The Future

What are the positive effects/changes of the virus on our world? Lack of pollution – how will that help our world to recover? What social changes will take place? How will people react again in social situations?

MAKE UP YOUR OWN AND INCLUDE: A rhetorical question
Why does change need to take place in our world? What is the effect, on our world, if nothing changes?

