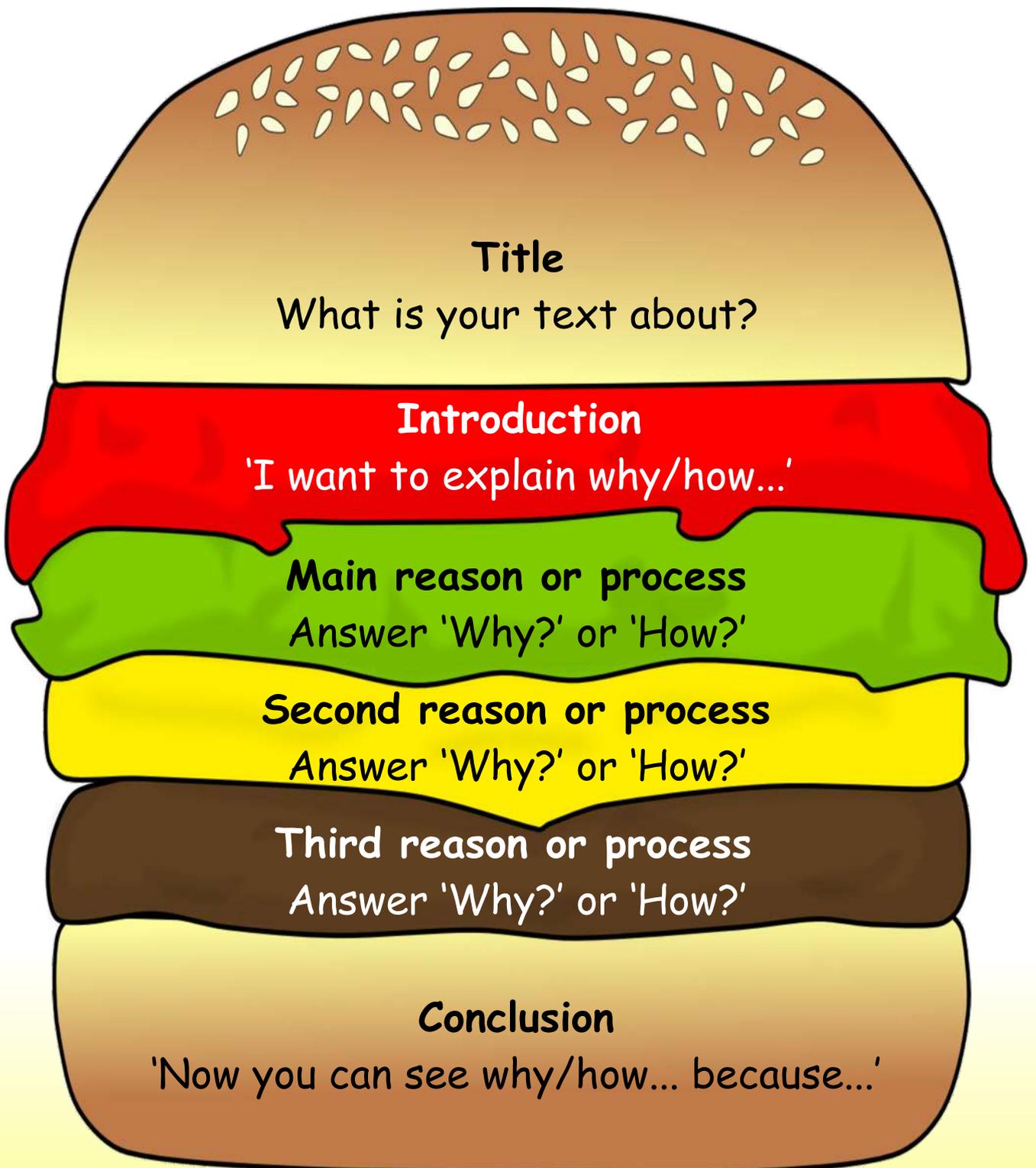


# Writing an Explanation Text





# Flowering Plant Life Cycle

Can you find, highlight and label the parts of the text which match the words in the features bank?

## Features Word Bank

title	introduction	technical vocabulary	diagrams, illustrations or photos	causal connectives
captions	stages in chronological order	time ordering adverbials	present tense verbs	formal language

## Flowering Plant Life Cycle

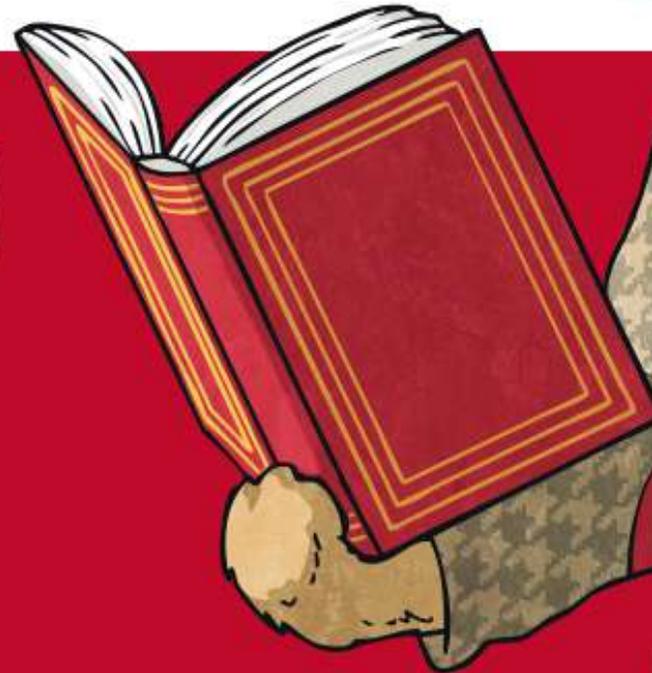
Have you ever wondered how plants grow? This fascinating leaflet will explain it all for you.

1. Plants begin life as a **seed**. If the seed has water and warmth, it **germinates** (starts to grow). First, a **root** appears, growing down into the soil. After that, a greeny-yellow **shoot** pushes up towards the light.
2. As soon as the tiny shoot is tall enough, it produces green leaves at the top. These are the factory of the plant, using sunshine and water to create food to build more leaves, the **stem** and flowers. This is called **photosynthesis**.
3. Because the flowers are brightly-coloured, they attract insects such as bees. Within each flower, minute grains of **pollen** are found on short stalks. The bees come to collect this pollen for their food. As they go from plant to plant, some of it brushes off and falls into other flowers. This is called **pollination**. As a result, pollen mixes with tiny egg cells and this makes a seed.
4. Once the flower has been pollinated, the coloured petals fall off and the base of the flower starts to swell up into a fruit as the seeds grow.
5. Eventually, the fruit ripens and the seeds are released. This is called **seed dispersal**. This means the whole cycle can begin again as a new plant starts to grow.



**Improving Your Reading Skills with...**

# Vocabulary Victor



# What Does **Vocabulary Victor** Do?

Vocabulary Victor helps with content domain **2a**:

Give/explain the meaning of words in context.

This means that he is there to help you to work out the **meaning** of words you don't know.

He helps you to do this by looking at the words or phrases you're unsure of in **context**. This means using the story so far, the sentences around them and what you already know about the plot to figure out what the word must mean.

# What Might **Vocabulary Victor** Ask?

Vocabulary Victor might ask questions like these:

What does this word tell us about the character/setting/  
atmosphere?

Look at that sentence/passage and circle a word/phrase that  
means the same as...

Which word/phrase gives us the impression that the main  
character is...?

Why did the author use this word to describe...?

What might that mean?

What do you think the author is saying when they write...?

# Summing Up **Vocabulary Victor**

Prove your understanding of what Vocabulary Victor does by answering the following questions:

What does Vocabulary Victor help you to do?

What sort of question might Vocabulary Victor ask?

How can you make sure you get full marks on Vocabulary Victor questions?

**Fix or finish my sentences using but, or, yet, so.**

It was raining, but we still went outside.

You can touch it but you must be careful.

It was getting dark yet we could still see

It was a sunny day, yet we stayed inside.

She ate too many sweets so she was sick.

Do you want an orange or do you want an apple

I was tired, \_\_\_\_\_ I went to bed.

He wanted a new coat, \_\_\_\_\_ he went shopping.

Shall we go to the cinema, \_\_\_\_\_ to the park?

Come inside, \_\_\_\_\_ you will catch a cold.

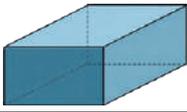
He won the race, \_\_\_\_\_ people think he cheated.

Writing Resource 2: A set of pictures of settings that can be used for your writing.  
pg. 8.





1) Fill in the table with the name of the 3D shape and the number of faces, edges and vertices:

3D Shape	Name	Number of Faces	Number of Edges	Number of Vertices
				
				
				

2) Circle the shapes which have 5 or more vertices:

cube

triangular prism

square-based pyramid

cone

1) Tick the statements that are true and explain your choices:



The faces of a pyramid are always all triangles.



A sphere has zero edges.

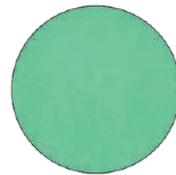


A prism always has a rectangular face.

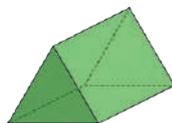
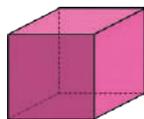
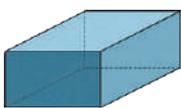


2) A 3D shape has a flat, circular face. What shape could it be?

\_\_\_\_\_

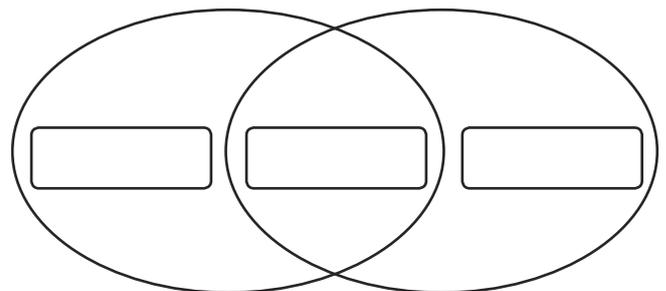
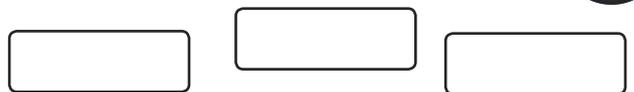


1) Which of these shapes could be the odd one out? Explain your answer.



\_\_\_\_\_  
\_\_\_\_\_

2) Add one shape name to each part of the diagram:

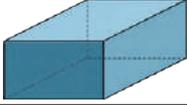


Has at least one rectangular face

Has more than 6 vertices



1)

3D Shape	Name	Number of Faces	Number of Edges	Number of Vertices
	<i>cone</i>	<i>1 (and 1 curved surface)</i>	<i>1</i>	<i>0 (1 point or apex)</i>
	<i>square-based pyramid</i>	<i>5</i>	<i>8</i>	<i>5</i>
	<i>cuboid</i>	<i>6</i>	<i>12</i>	<i>8</i>

2)

*cube*

*triangular prism*

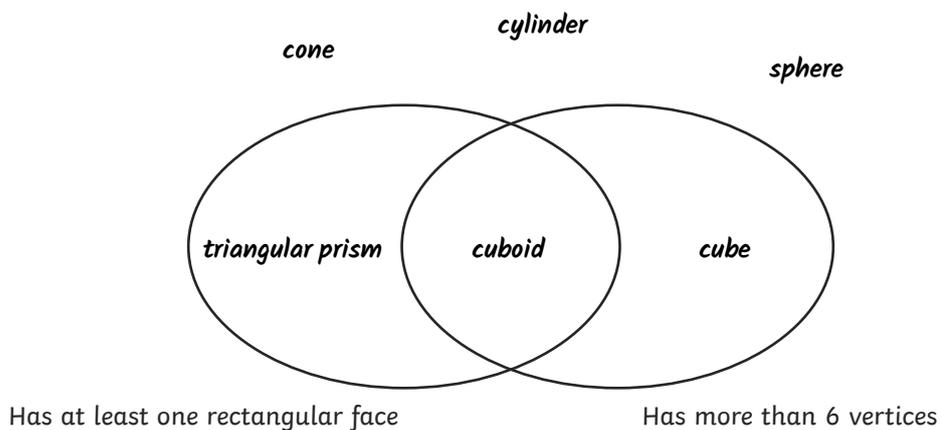
*square-based pyramid*

*cone*

- 1) A sphere has zero edges. ✓  
 A prism always has a rectangular face. ✓  
*Teacher to mark children's explanations.*
- 2) *cone or cylinder*



- 1) *Accept answers including: A triangular prism could be the odd one out because it's the only shape with triangular faces; a cube could be the odd one out because its faces are all the same shape.*
- 2) *Examples include:*



# Fractions and Ordering

Order these fractions from the smallest.

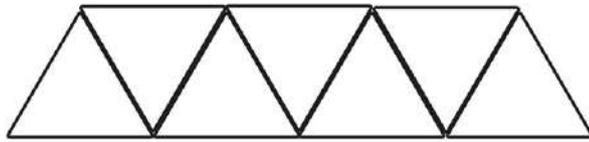
$$\frac{3}{6} \quad \frac{1}{6} \quad \frac{5}{6} \quad \frac{2}{6} \quad \frac{4}{6}$$

Order these fractions from the biggest.

$$\frac{4}{12} \quad \frac{6}{12} \quad \frac{8}{12} \quad \frac{10}{12} \quad \frac{11}{12}$$

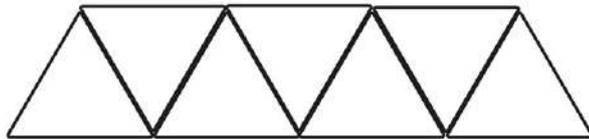
Colour the boxes according to its fraction. Which fraction is greater?

$$\frac{3}{7}$$

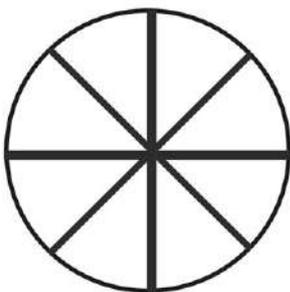


\_\_\_\_\_ is the greater fraction.

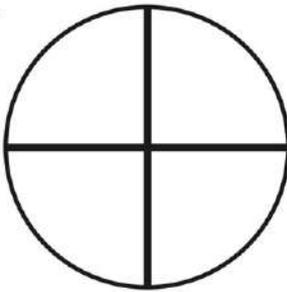
$$\frac{6}{7}$$



$$\frac{5}{8}$$



$$\frac{3}{4}$$



\_\_\_\_\_ is the greater fraction.

# Fractions and Ordering

Order these fractions from the smallest.

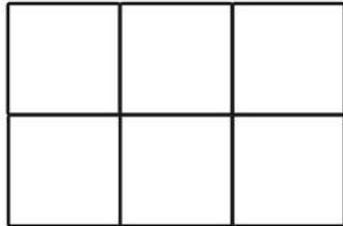
$$\frac{7}{9} \quad \frac{3}{9} \quad \frac{9}{9} \quad \frac{1}{9} \quad \frac{4}{9}$$

Order these fractions from the biggest.

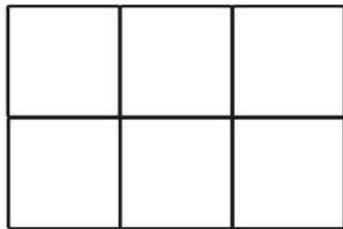
$$\frac{4}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

Colour the boxes according to its fraction. Which fraction is smallest?

$$\frac{6}{6}$$

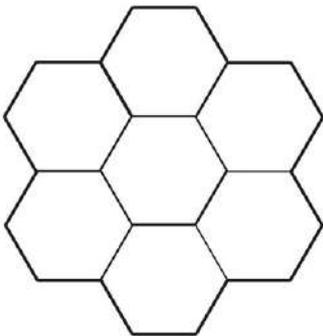


$$\frac{4}{6}$$

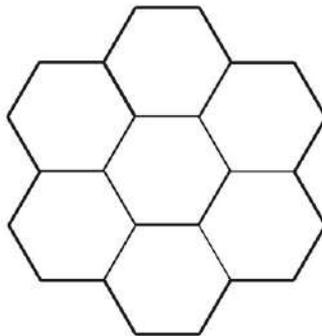


\_\_\_\_\_ is the smallest fraction.

$$\frac{2}{7}$$



$$\frac{5}{7}$$



\_\_\_\_\_ is the smallest fraction.

# Fractions and Ordering Answers

Order these fractions from the smallest.

$$\frac{3}{6} \quad \frac{1}{6} \quad \frac{5}{6} \quad \frac{2}{6} \quad \frac{4}{6}$$

$$\frac{1}{6} \quad \frac{2}{6} \quad \frac{3}{6} \quad \frac{4}{6} \quad \frac{5}{6}$$

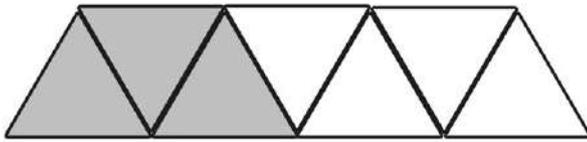
Order these fractions from the biggest.

$$\frac{4}{12} \quad \frac{6}{12} \quad \frac{8}{12} \quad \frac{10}{12} \quad \frac{11}{12}$$

$$\frac{11}{12} \quad \frac{10}{12} \quad \frac{8}{12} \quad \frac{6}{12} \quad \frac{4}{12}$$

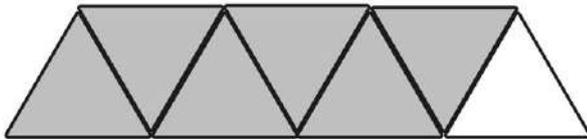
Colour the boxes according to its fraction. Which fraction is greater?

$$\frac{3}{7}$$

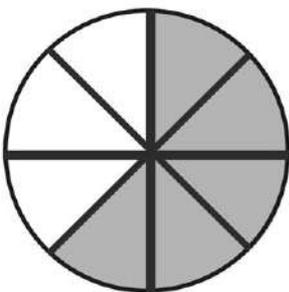


$\frac{3}{7}$  is the greater fraction.

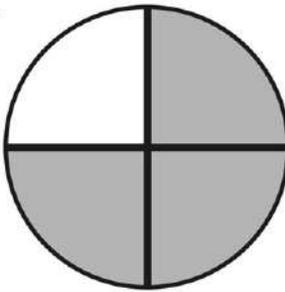
$$\frac{6}{7}$$



$$\frac{5}{8}$$



$$\frac{3}{4}$$



$\frac{3}{4}$  is the greater fraction.

# Fractions and Ordering Answers

Order these fractions from the smallest.

$$\frac{7}{9} \quad \frac{3}{9} \quad \frac{9}{9} \quad \frac{1}{9} \quad \frac{4}{9}$$

$$\frac{1}{9} \quad \frac{3}{9} \quad \frac{4}{9} \quad \frac{7}{9} \quad \frac{9}{9}$$

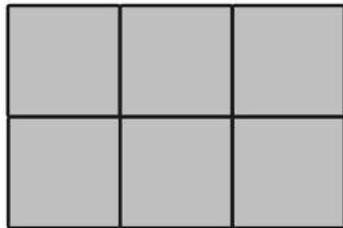
Order these fractions from the biggest.

$$\frac{4}{4} \quad \frac{1}{2} \quad \frac{2}{3} \quad \frac{2}{4}$$

$$\frac{4}{4} \quad \frac{2}{3} \quad \frac{2}{4} \quad \frac{1}{2}$$

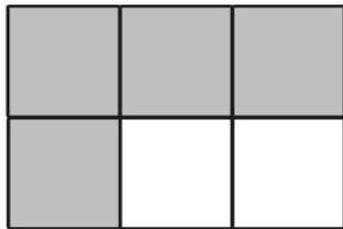
Colour the boxes according to its fraction. Which fraction is smallest?

$$\frac{6}{6}$$

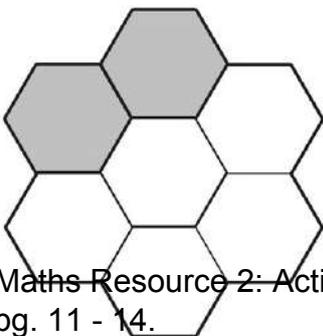


$\frac{4}{6}$  is the smallest fraction.

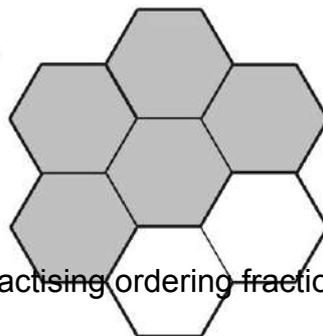
$$\frac{4}{6}$$



$$\frac{2}{7}$$



$$\frac{5}{7}$$



$\frac{2}{7}$  is the smallest fraction.

Maths Resource 2: Activity practising ordering fractions  
pg. 11 - 14.

# Add fractions

1 Complete the additions.

Use the bar models to help you.

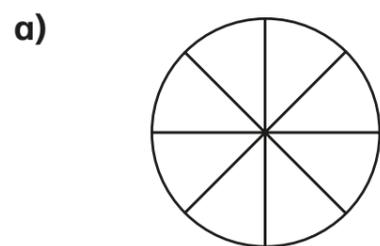
a)   $\frac{1}{3} + \frac{1}{3} = \square$

b)   $\frac{1}{5} + \frac{1}{5} = \square$

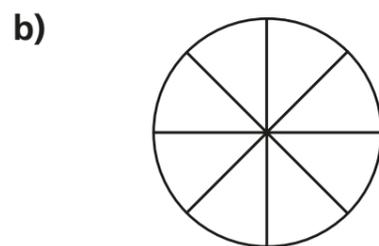
c)   $\frac{1}{5} + \frac{2}{5} = \square$

d)   $\frac{1}{5} + \frac{3}{5} = \square$

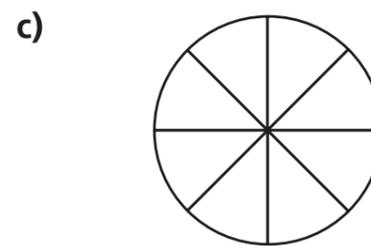
2 Shade the circles and complete the additions.



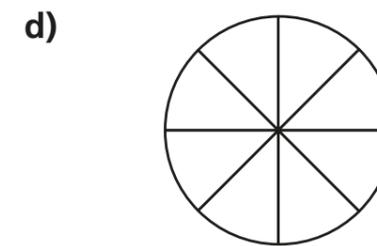
$\frac{1}{8} + \frac{3}{8} = \square$



$\frac{5}{8} + \frac{1}{8} = \square$

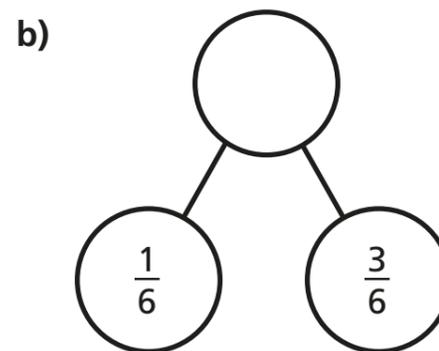
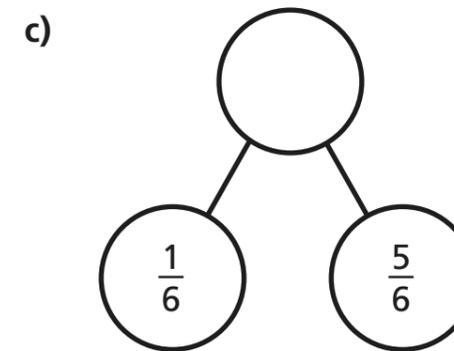
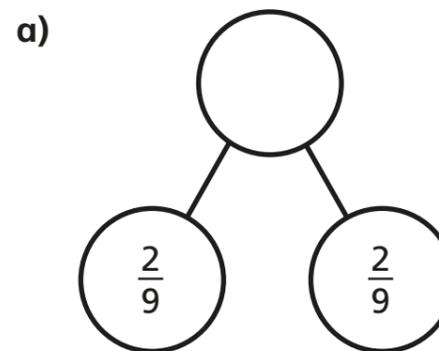


$\frac{3}{8} + \frac{3}{8} = \square$



$\frac{5}{8} + \frac{3}{8} = \square$

3 Complete the part-whole models.



Which part-whole model is the odd one out? \_\_\_\_\_

Talk about your choice with a partner. Did they choose the same odd one out?

- 4 Alex and Huan are eating a cake.

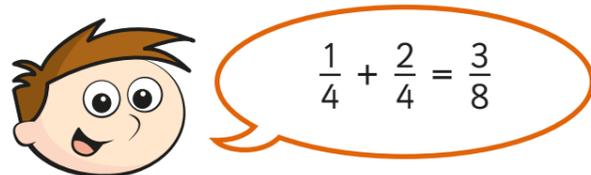
Alex eats  $\frac{4}{7}$  of the cake.

Huan eats  $\frac{2}{7}$  of the cake.

What fraction of the cake have they eaten altogether?

They have eaten  of the cake altogether.

- 5 Teddy is adding fractions.



- a) Draw a bar model to show that Teddy is wrong.

- b) Complete the addition  $\frac{1}{4} + \frac{2}{4} =$

- 6 Annie has baked 12 muffins.



She puts them into 2 boxes.

What fraction of the muffins could she put in each box?

Complete the table to show different possibilities.

One has been done for you.

Box 1	Box 2
$\frac{1}{12}$	$\frac{11}{12}$

Are there any other possibilities? Talk about it with a partner.

- 7 Complete the additions.

a)  $\frac{3}{8} + \frac{4}{8} =$

d)  $\frac{3}{103} + \frac{4}{103} =$

b)  $\frac{3}{9} + \frac{4}{9} =$

e)  $\frac{5}{31} + \frac{9}{31} =$

c)  $\frac{3}{29} + \frac{4}{29} =$

f)  $\frac{17}{111} + \frac{33}{111} =$

Theme Resource 1: This is a powerpoint that goes through the kosher law.  
pg. 17 - 28.

# Kosher Information

Judaism

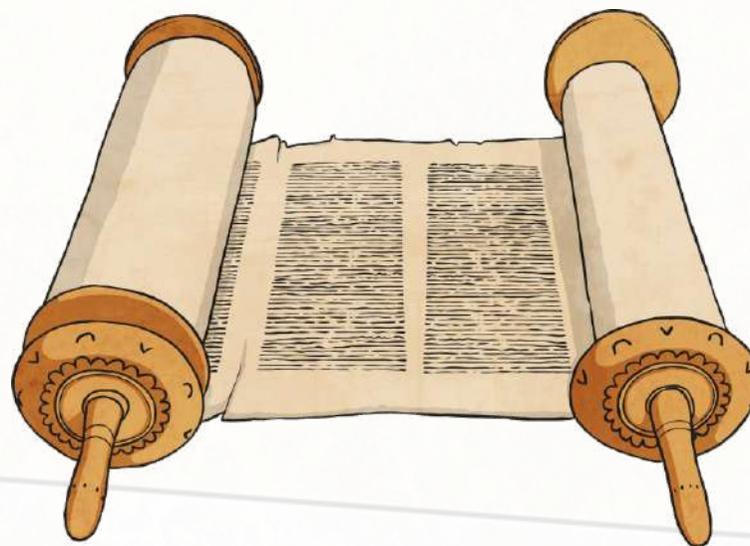


# Kosher Food and Drink

Jewish food and drink laws are known as 'Kashrut' laws and Jews believe that these rules are a test of obedience and self-control.

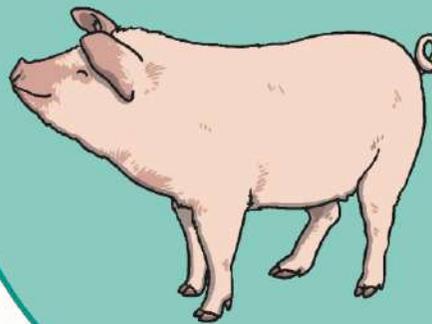
Kosher means 'fit to eat'.

Jewish people only consume kosher food and drink. The Torah (Jewish holy book) indicates to Jews which foods are not permitted (trefah foods).



# Meats

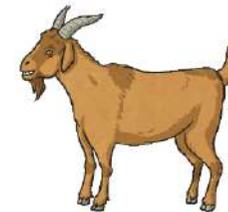
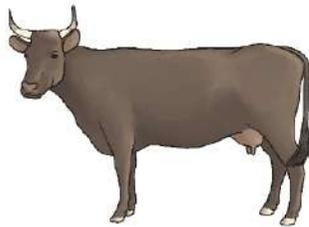
Meat of animals with  
split hooves



Meat of animals that  
chew the cud



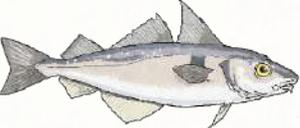
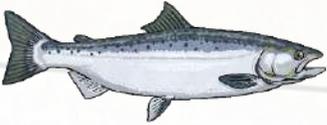
Kosher meat



# Kosher Meats

Many birds, such as turkey, goose, duck and chicken are kosher. However, birds of prey are not.

Fish that have scales and fins are kosher. Shellfish, molluscs and eels are not.

Kosher	Not Kosher
turkey 	eagle 
goose 	eel 
haddock 	prawn 
salmon 	lobster 

# Treating Animals Responsibly

There are rules about how animals are killed:

The animal must only be slaughtered by a shochet. This is a Jew who is trained to slaughter animals and follows special rules.

When it is killed, the animal must not suffer.

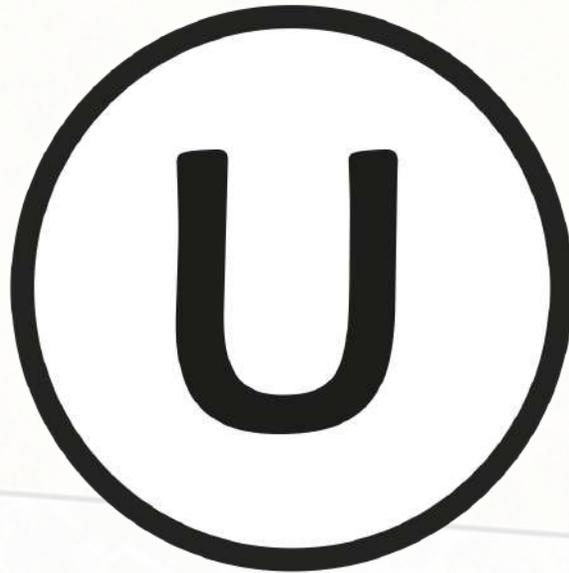
The animal must be healthy before it is killed.

Slaughter must be performed with a quick cut from a very sharp knife with a perfect blade to ensure the animal does not suffer and is uninjured before death.

# Did You Know?

Even though they are kosher, some parts of the animal must not be eaten, such as the kidneys and the fat around the innards.

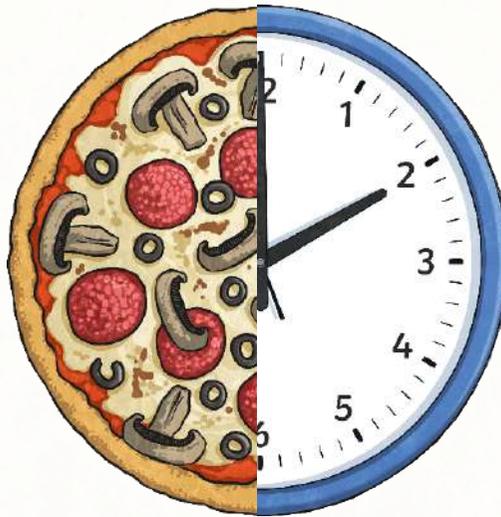
If packaged food is kosher, it is shown by a symbol on the label, such as this one:



# Dairy

Dairy is a type of food produced from or containing milk.

Another important Jewish rule is that Jews must not consume meat and dairy at the same time, for example, a meaty pizza cannot be eaten because it would have cheese on it.



After eating meat, at least six hours must pass before consuming dairy.

# Non-Meat and Dairy

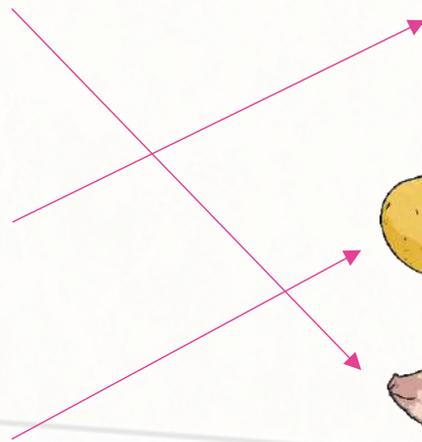
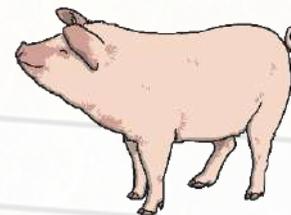
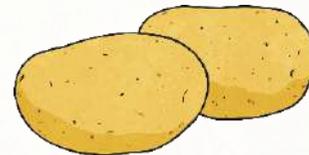
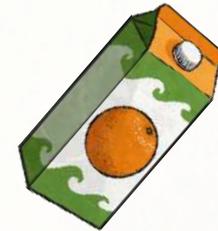
Food and drink which does not contain meat or dairy, such as salad and fresh orange juice, is called 'pareve'. This *can* be eaten with either a dairy or meat meal.

Match these words and pictures – talk to a partner and record your answers on a whiteboard:

**trefah**

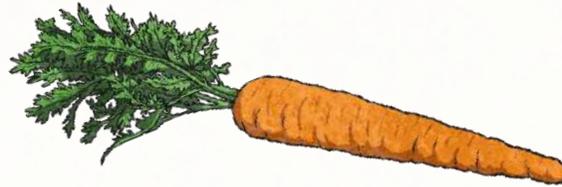
**pareve**

**kosher**



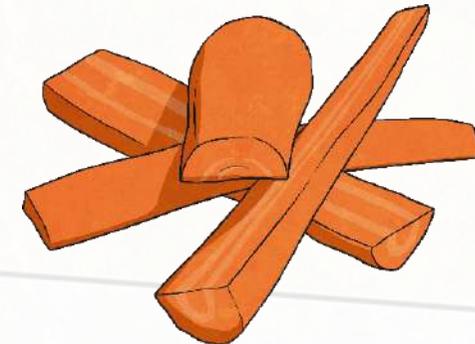
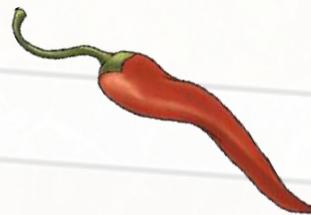
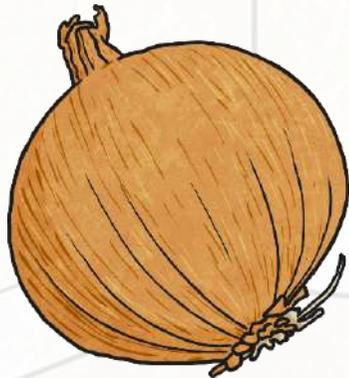


# Vegetarian and Vegan



You might think that vegetarian or vegan food would be kosher, but there are further rules to be followed for food to be considered kosher.

Fruits and vegetables have to be thoroughly cleaned to make sure they are completely free of insects.



# Kosher Kitchen

The kitchen and the way the food is prepared is also important for food to be kosher:

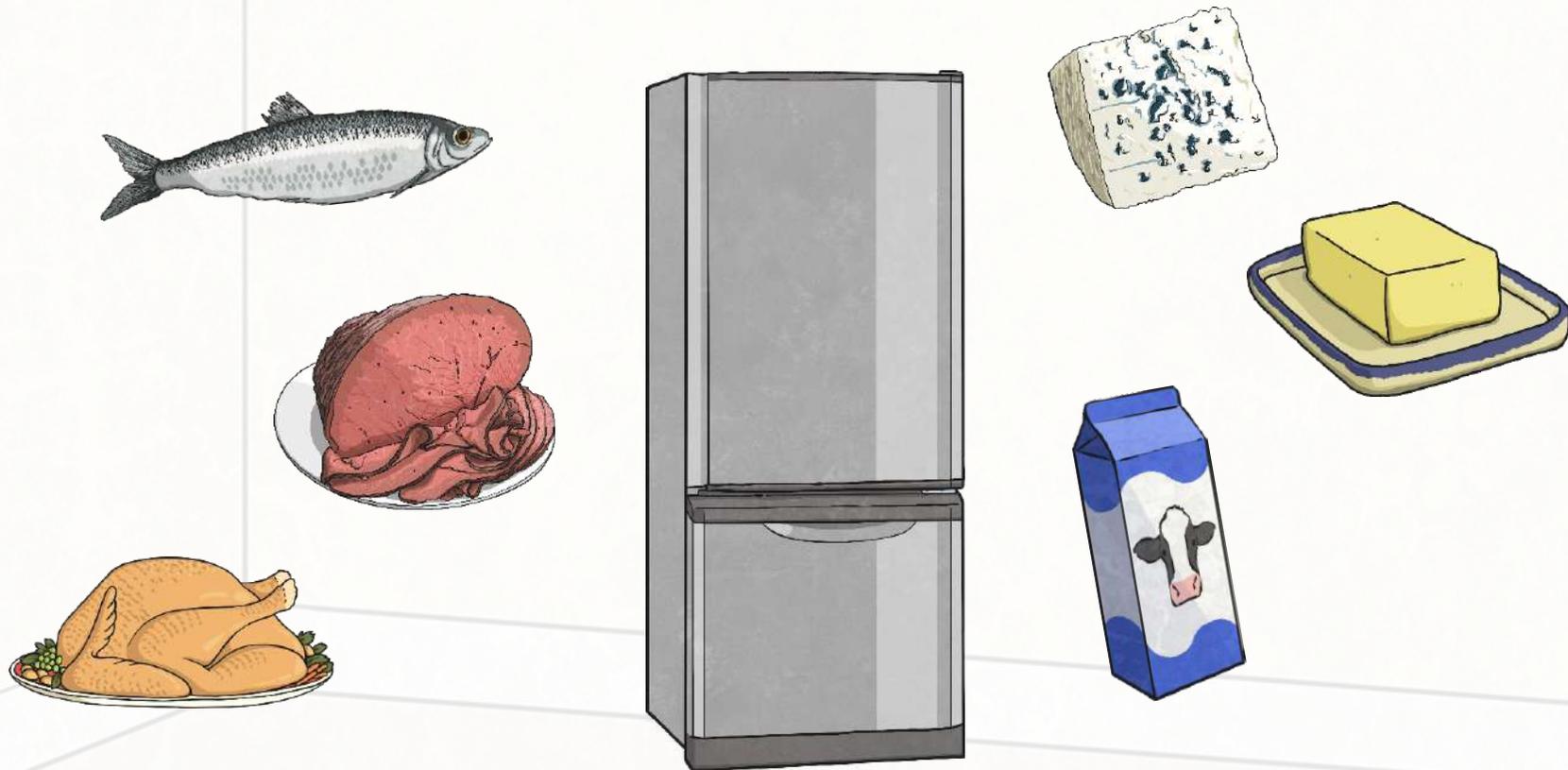
- Only kosher food can be brought into the kitchen.
- Certain foods must be cooked or baked in order to be kosher.
- Separate kitchen equipment must be used for meat, dairy and drink.

These include surfaces, utensils, pans, crockery and table equipment.



# Kosher Kitchen

Meat and dairy must be kept in different areas of the fridge. Also, the oven is to be used only for either meat or dairy dishes. For these reasons, some Jewish families own two ovens and have two separate food preparation areas.



# Why Kosher?

Your turn:

- Talk to a partner. Tell them three things you remember about kosher food. Now go and find another pair and find out what they remember.
- Think of a question to test the rest of the class about kosher food.
- Most importantly, can you also remember why Jewish people eat kosher food?



# Kosher Menu

Plan a menu for a Jewish family meal below. Consider Jewish food laws when writing down your food and drink choices.

**Starter :**

**Main Course :**

**Dessert :**

**Drink :**

Can you explain the choices you've made – how do they follow Jewish food laws?

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How will you prepare the items on the menu to ensure your preparation also follows Jewish food laws?

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Bridge Name	Place of origin	Total Length	Total width
Example: London Bridge	London	269m	32m

Theme Resource 4: Evaluation sheet for you to use.

pg. 31.

Year 3 Evaluation sheet

What went well?	
What I struggled with?	
If i made it again I would change.	