

English Home Learning

Summer 2 – Week 1 (wb 1st June 2020)

Welcome back! As part of our new project on *Water*, we would like you to write descriptively about the journey of a water droplet.

We have split the ideas into five different sessions, but this is only a guide. Please feel free to adjust the sessions so that they fit into your household timetable.

We would love to see and read about your water droplet's journey at the end of the week. If you are able to take a photo or upload it to Google Classrooms, that would be great!

SESSION 1

What is Water?

Water shapes our lives, our environment and our society. All living things need water, it is essential for survival. However, while many people locally waste this precious resource, other places in the world receive very little water.

Try to think of as many words as possible to describe water.

Did you say words like 'wet' or 'liquid'?
Can you think of times when water isn't like this?
What happens when you put water in the kettle?
What happens when you put water in the freezer?
How can water change so much?
Why do these changes happen?

You will be learning more about this process and how water changes in Science next week. You can find out a little more now by clicking on these links:

<https://www.bbc.co.uk/bitesize/topics/zkqg87h/articles/zsgwwxs>

Now, make a word bank (word list) of all the words you know about water.

SESSION 2

In the last session, we looked at water and how it can look different depending on its 'state'.

It can look **hard** and **cold** when it is in its solid state – in an ice cube, for example. It can look **runny** and **wet** when it is in its liquid state – when it comes out of the tap, for example.

And it can look **misty** and **cloudy** when it is in its gaseous state – steam from your kettle or shower, for example.

Please keep adding to your word bank throughout the week!

Does water just disappear? No! It just keeps going round and around in our world in something we call a 'Water Cycle' (cycle – like on your **bicycle** or **tricycle**).

There is the same amount of water in the world now as when the world was first formed. It doesn't stay in the same state for long, it is constantly changing. We are looking at this in Science this week. To find out more, watch the clip below:

<https://www.bbc.co.uk/bitesize/topics/zkqg87h/articles/z3wpp39>

SESSION 3

Hopefully, you will have been adding words to your word bank.

Words you may have heard when learning about the Water Cycle could have included:

Evaporation; Condensation; Cooling; Clouds; Rain/Snow/Hail; Rivers; Sea; Sun.

Where else can a drop of water travel? Could it be in the taps or pipes of our home? Is it clean and safe for us to drink? Could the drop of water be in a pond or a lake? What can it see there?

When we are looking at writing a **descriptive** piece of text, we are **describing** something. In this case, a drop of water's journey in the water cycle.

It is useful to think about where your drop of water is. Are you going to write about its entire journey through the water cycle or are you going to write about just a few parts of it (or even just one part – what we call a 'snapshot')?

Decide now.

Then, you will need to use your five senses to help you:

THE FIVE SENSES:



Where is your raindrop on its journey?
What can your raindrop see? [What is there to see around it?]
What can it hear? [What are the sounds around it?]
What can it smell? [What are the smells around it?]

SESSION 4

Please watch this short film (under 3 minutes) showing Steve Backshall's look at descriptive writing:

<https://www.bbc.co.uk/bitesize/clips/z2vpyrd>

Steve is using his senses to help him find words to describe what is around him. He also thinks of **adverbs** (which often tell us how something is happening).

Look at your word bank and any notes you have taken this week and begin to put together a plan for your descriptive piece of writing.

Remember: you are describing a water drop's journey through the water cycle. Think about where the water drop is and describe its surroundings carefully using your senses to help you imagine what the water drop can see and hear and feel, for example.

The focus is all on using great words – paint a picture in your reader's mind.

SESSION 5

It is now time for your final draft.

How are you going to present your final piece? Are you going to write it down in your neatest handwriting? Or, are you going to type it on a computer? Are you going to use diagrams or pictures to help you? It is up to you – be creative!

We would like to see your finished piece. Please make sure that you are sharing with us, if you can. We want to celebrate your efforts! 😊

A final word about editing:

Remember to read your work out loud.

Does it make sense?

Can you read it? (Neat handwriting/presentation/correct punctuation & spelling)

Can it be improved? Can you make it better?

If the answer is 'yes', please improve it!

Thank you!

CHALLENGE

- ⇒ If you have described only one part of your water drop's journey, could you write about different parts? Has your water drop ever been frozen? Has it ever been boiled? Describe what happened or how it might feel?
- ⇒ Could you write a poem about the water droplet? What style of poem would you choose?
- ⇒ Could you write about the water droplet in the past? Was it around in the time of dinosaurs?
- ⇒ Can you draw a picture of your water droplet? What does it look like?