



**I am a scientist.**

I want to **explain** the world around me.

I **question**  
everything.

**How?**  
**What?**  
**Why?**

I make a **prediction**.

I **investigate** then use what I find out to explain.

I **change my mind** after finding things out.

**Monday 25th January 2021**

**WALT: Vary the position of subordinate clauses**

Today we are going to use our paragraph planners about...

The Sun and Earth

Day and night

To write two paragraphs for our non-chronological report.

Key Vocabulary

- heat
- rotate
- revolution
- dusk
- dawn
- light
- rotation
- revolve
- day
- equator
- energy
- orbit
- axis
- night

## **Where are we going with our writing?**

### Title

Introduction to solar system (how many planets, names of planets, how planets move etc.)

The Sun and Earth (facts about The Sun, importance of The Sun, Earth's orbit, eclipses)

Day and night (how we experience day and night)

Seasons (the seasons, what causes different seasons)

Planets (gassy and rocky, comparison between the two planets researched)

Can you remember the features of a non-chronological report?

#### Features of a Non-Chronological Report

- A topic title which covers the whole subject
- A brief introduction paragraph which gives a who/what/where overview
- Information grouped into paragraphs, which may include subheadings
- Some information contained in fact boxes and bullet point lists
- Individual points supported by extra detail and examples or evidence
- Present tense verbs
- Third person pronouns and a formal tone
- Images with captions
- Diagrams and labels
- Technical vocabulary in bold with a glossary



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We have written a non-chronological report before. The significant difference will be that our solar system report will be written in the **present tense** as it still exists! Our Roman Army report last term was written in the past tense because we were writing about events that had already happened.

## Re-cap subordinate clauses

### What is a clause?

A clause is a group of words that includes a subject and a verb.

There are two types of clauses, **independent clauses** and **subordinate clauses**.

The **independent clause** makes sense on its own because it is a complete thought.

For example:  
I went to town.  
It was red.

A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause.

For example:  
after the storm cleared  
because he didn't like chocolate



## The Subordinate Clause

A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.  
For example, a **fronted adverbial** can be a type of subordinate clause:

**Like a bullet speeding through the air**, he ran through the door.

You might want to use one at the **end** of the sentence:

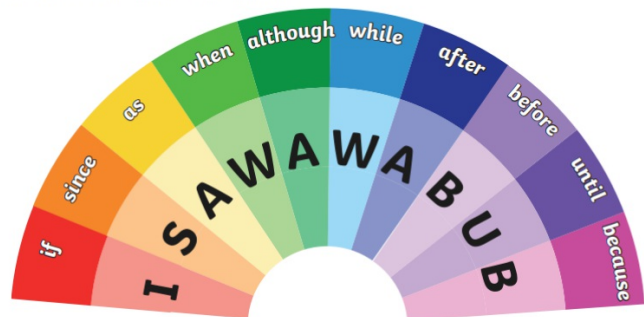
She went straight home after school **because she needed an early tea.**

Sometimes they even come in the **middle** of sentences:

My brother Richard, **who lives in Australia**,  
is coming home for Christmas.

### Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Example of using a subordinate clause in a report about The Solar System...

We experience night **because** the Earth spins on its axis and we face away from The Sun.

Can you think of your own?

Can you vary the position of the subordinate clause? What is the impact on the reader?

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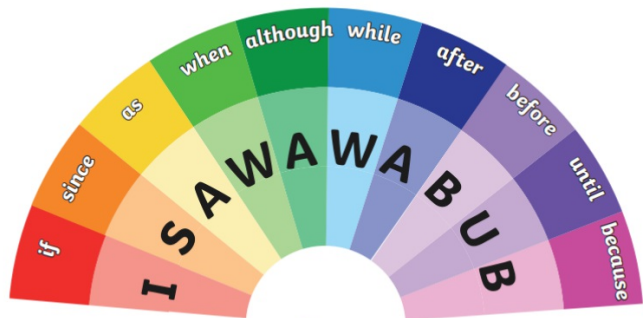
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**T.S.** On Earth, we experience day and night because our planet is spinning on an imaginary line called an axis.

- 1) 24hrs, full rotation, tilted
- 2) day, Earth faces towards sun
- 3) night, Earth faces away from sun

**C.S** Did you know that Earth is constantly spinning around at 1,000 miles per hour?

You are now going to use your paragraph planners about...

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Use the modelled example and the vocabulary on the next page  
to help you!

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