Llamas – Week 9 – 15.06.20 – 21.06.20

English Tasks **Taken from LPDS English Read & Respond Units**

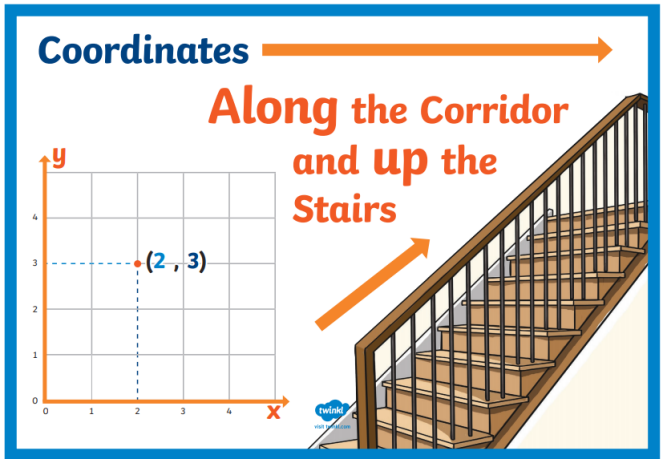
CHOCOLATE!	
	Activities
Monday	Michael Rosen *Chocolate Cake.* 1) Read the poem. https://www.poemhunter.com/poem/chocolate-cake/ 2) Now watch Michael Rosen perform the poem: https://www.youtube.com/watch?v=7BxQLITdOOc. Which do you prefer? Why? 3) Michael uses onomatopoeia in his poem. Onomatopoeia is when a word imitates the sound of the object or action it refers to, e.g. *guzzle.* Can you find some examples of onomatopoeia in the poem? Can you think of an action you might put with that word? 4) Learn the poem off by heart putting your own actions and noises to it. Learn a section at a time and slowly build it up until you can recite it all! 5) Perform the poem to people in your house.
Tuesday	*Charlie and The Chocolate Factory* by Roald Dahl 1) If you have the book, read and enjoy the chapter called – *The Chocolate Room*. If not use the link and read Section 15 '*The Chocolate Room*' https://archive.org/stream/CharlieAndTheChocolateFactory/Charlie%20and%20the%20Chocolate%20Factory_djvu.txt 2) Now, watch the clip. https://www.youtube.com/watch?v=OMFQtY6655E (Note: PG certificate) Imagine that you are there. 3) Write a descriptive paragraph. Use your senses to help you. -What can you see? -What can you hear? -What can you smell? -What can you touch? -What can you taste? Think carefully about including: -Precise nouns*, e.g. tulips instead of flowers.* -Noun phrases *e.g. bright blue tulips.* -First person (I) -How it makes you feel, e.g. *I stopped and stared in awe.* I couldn't believe my eyes.
Wednesday	1) How is chocolate made? Have a look at these websites. Read all the information. Jot/write down any new vocabulary, e.g. *ferment, bitter, mass, created.* https://miniyummers.com/how-is-chocolate-made-a-guide-for-kids/ https://kids.kiddle.co/Chocolate Use a dictionary/online dictionary such as *Word Hippo* to find out the meanings of these words. Create your own glossary. 2) Watch this clip: https://www.youtube.com/watch?v=PGaLWuLzHBU and/or this one: https://www.youtube.com/watch?v=4vXb8Tt_VCU **3) Make notes from the websites and clips about chocolate. You will need them tomorrow!** You could use these headings to help organise your notes: a) Information about where chocolate comes from? b) Information about the beans c) Information about shipping d) Any important dates e) From bean to chocolate (the process) f) Types of chocolate *If you are allowed and have an adult with you, why not have a go at baking the delicious cookies in the recipe!*

Thursday	**Create your own information page all about chocolate for a children's magazine.** Using the information from yesterday, can you create your own information page for a magazine all about chocolate? Things you could include: -A heading -An introduction for your page -Subheadings -Images -Captions -A diagram with labels -Bullet points -Fun facts -Your own chocolate recipe! *-Some of the new words you learned yesterday* Think about all the writing skills that you have been taught. Read your information page out loud and edit any spelling or punctuation.
Friday	1) What is your favourite chocolate bar? Do you have more than one favourite? If you could create your dream chocolate bar what would it be like? What would be in it? What would it be called? 2) **On a sheet, design your own chocolate bar and wrapper.** Think about: What flavour will it be? Will it be hard or soft? Will it have anything in it? (Raisins, popping candy, nougat, apricots, biscuit, etc.) What colours will you use in the wrapper? What is the name of your bar? 3) Draw and label your bar and wrapper. 4) When chocolate bars are advertised, they often have a slogan. A slogan is a short and striking or memorable phrase. Watch these adverts, listen out for the slogans. Mars Bar: https://www.youtube.com/watch?v=AE9zAummq7Q KitKat: https://www.youtube.com/watch?v=QeduBcf_hPM Dairy Milk: https://www.youtube.com/watch?v=XcLzF1bMng8 Create a slogan for your bar. Watch this for some inspiration. https://www.youtube.com/watch?v=uSkXompwX0g Is your slogan catchy? Is your slogan memorable? Have you used any alliteration? Remember: alliteration is when several words start with the same sound e.g: a **t**asty, **t**antalizing, **t**reat for all!

Purple Mash 2Do – Read Chapters 3 and 4 of "Mary Anning and the Time Twister." Answer the Quiz Questions about each chapter.
Purple Mash 2Do – Writing task: Describing Dinosaurs
Purple Mash 2Do – Writing task: My Rise to Fame
Purple Mash 2Do – This week's **spellings** to practice.

Maths Tasks	This week we are learning about position, direction & co-ordinates

The x-axis (horizontal) coordinate always comes first, the y- axis (vertical) coordinate always comes second - just like in the alphabet x comes before y.



You must follow along the lines of the grid and <u>not</u> the inside the squares. Points are plotted where the horizontal & the vertical lines cross.

Log in to your Times Tables Rock Stars page every day for 5-10 minutes.

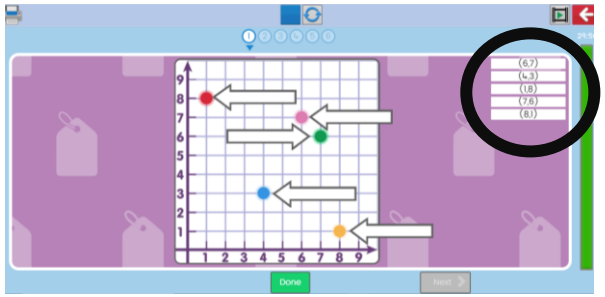
DIRECTION

Purple Mash 2Do – 2Go – click on the trophy challenge button to try out the tasks. If you make a mistake use the black undo arrow to go back. There are lots of levels and it gets harder as you go through.

COORDINATES

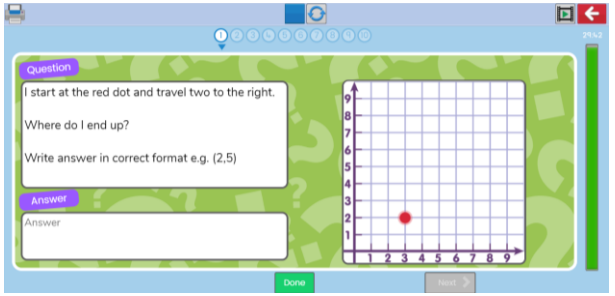
Purple Mash 2Do – Coordinates 1 – Drag the coordinates in the black circle inside the correct white arrow. Remember to read:

ALONG THE CORRIDOR FIRST → AND THEN UP ↑ THE STAIRS



TRANSLATION – The prefix TRANS means 'across.' Translation means to slide something in a given direction – left, right, up, down.

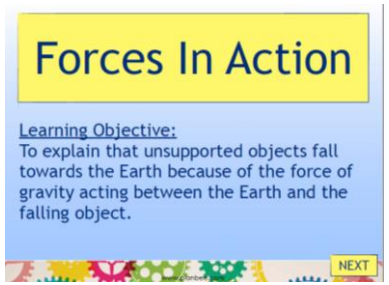
Purple Mash 2Do – Coordinates 2 – Follow the instructions and slide the red dot into the new position. Write down the new coordinate using brackets and numbers separated by a comma. The first number is always the number along the horizontal axis, the second number is the number up the vertical axis.



Topic Work - to be done throughout the week… **You can email me your work on siggersc@thomasson.bolton.sch.uk**

SCIENCE – New topic – FORCES IN ACTION

Read through the **powerpoint** attached to Llamas 'Home Learning' page with an adult. Discuss any of the vocabulary and ideas – such as gravity – to make sure you understand.



Carry out the investigations. You DO NOT need to use flour or cocoa. I know flour is hard to find at the moment! You could use sand, fine soil from the garden, rice… anything that has small particles that the balls can make a crater in – be creative with what you have got at home! If you can't do this activity try the 'Gravity Free Water' one on the next page.

Worksheet 1A (also attached to the 'Home Learning' tab will show you what to record. If you can't print it, don't worry, just follow it and write down on a piece of paper your results.

You could take a photo of your results and email them to me.

JIGSAW – PSHE

Having a positive self-image is really important. Look at yourself closely in a mirror. What do you like about yourself? Not the way you look on the outside, but what is on the inside – your personality and character

Draw a self-portrait. Choose 6 of the positive comments below that relate to you. You should be smiling and proud of yourself while you do this! You can think of your own if you prefer.

- I am strong.
- I am a great friend.
- I am amazed at what I can do.
- I am proud to be me.
- I am happy and grateful for the love I receive.
- I can achieve my goals.
- I am smart.
- I can step out of my comfort zone.
- I am courageous.
- I am blessed.
- I am thankful for my family.

LEAVERS – this is for the Year 6 Llamas.

It is coming to that time of year ☹… leaving primary school ☺ should be a time of celebration and reflection (looking back on what you have achieved)… we will have to do it differently this year… but we are still going to celebrate!

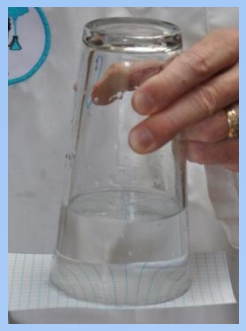
Create an acrostic poem using the letters LEAVING as the first letter of each line. Include feelings about leaving, memories of primary school, teachers, friends, hopes for the future, feelings about high school…Make it personal to you. You can type it on Word/Publisher/Purple Mash, or you can write it on paper, take a photo and email it to me (address at the top).

RE - Judaism

Introduction to Judaism. Watch the short video about Judaism. https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7 Can you answer these questions? You will need to watch the video a couple of times. You can pause it while you write down your answers.

1) How many Gods do Jewish people worship?
2) How many days did it take God to create the universe?
3) What did God do on the 7th day?
4) What do Jewish people call the 7th day?
5) On what day does Shabbat start?
6) Where do Jewish people go to worship?
7) What is a Jewish leader called?
8) What is the name of the holy book?
9) What is the Torah written on?
10) Name 2 important people mentioned in the stories of the Torah.
11) To lead good lives, Jewish people try to follow the rules in the Torah. What do you think the rules would be? Write 3 rules you think would be in the Torah.

Gravity Free Water



What you'll need:

- A glass filled right to the top with water
- A piece of cardboard

Instructions:

- Put the cardboard over the mouth of the glass, making sure that no air bubbles enter the glass as you hold onto the cardboard.
- Turn the glass upside down (over a sink or outside until you get good).
- Take away your hand holding the cardboard.

Introduction

What goes up must come down right? Well try bending the rules a little with a cup of water that stays inside the glass when held upside down. You'll need the help of some cardboard and a little bit of air pressure.

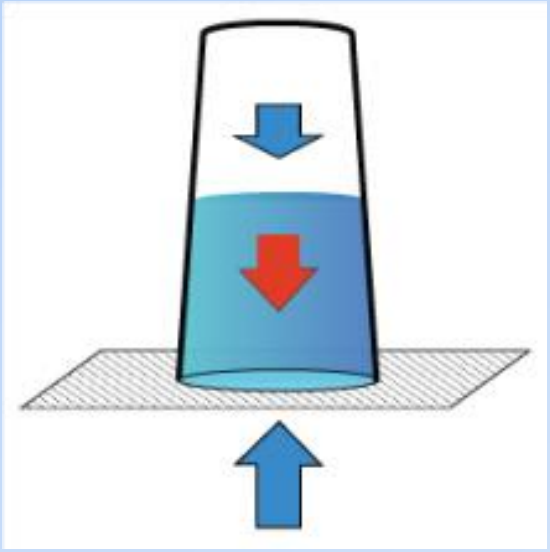


Diagram showing the relevant forces on the water. The blue arrows indicate the forces due to air pressure above and below the water. The red arrow indicates the force of gravity. Together, the three forces balance out to cancel each other.

What's Happening?

If all goes to plan then the cardboard and water should stay put. Even though the cup of water is upside down the water stays in place, defying gravity! So why is this happening? With no air inside the glass, the air pressure from outside the glass is greater than the pressure of the water inside the glass. The extra air pressure manages to hold the cardboard in place, keeping you dry and your water where it should be, inside the glass.

Reflection Questions

Is something confusing me?

Could I explain this to someone else?