

Weekly Home Learning Timetable

Year 06.07.20

Monday

English

Reading, analysing and using a text

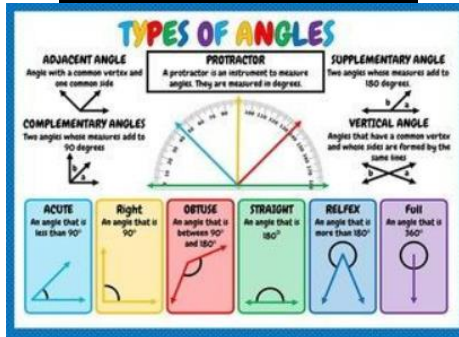


<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons>

Please click on the above link, then click on today's English lesson dated **6th July** and work through the structured lesson and activities. Use your home workbook to complete the activities. You may also need a dictionary today.

Maths

Calculate angles, including vertically opposite angles



<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Maths lesson dated **July 6th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

The Arts

Children's Arts Week Musical performance



This week, we are celebrating the Arts. Each afternoon, we will be completing an arts activity.

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Arts Week lesson dated **July 6th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

Tuesday

English

Today is World Chocolate Day!



Task 1:

Look at the history of chocolate on: <https://www.bbc.co.uk/bitesize/articles/zngsqp3>

Now watch a clip on how chocolate is made:

<https://www.youtube.com/watch?v=4vXb8TtVCU>

Read through the information on- Chocolate – a short and sweet history then answer the quiz questions (found in the resources below).

Task 2: Read through the passage from the famous Roald Dahl book, 'Charlie and the Chocolate Factory' and answer the questions (all found in the resources section below).

Task 3: Visualise and draw what you think the chocolate room looks like from the description given in the text.

Maths

Chocolate Maths

Starter: Look at the challenge in the resources section.

Chocolate Maths

Age 11 to 14 *

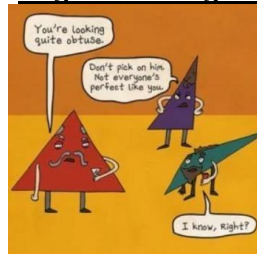
This is cool chocolate maths!!!



1. First of all, pick the number of times a week that you eat chocolate. This number must be more than one but less than ten.
2. Multiply this number by 2 (just to be bold).
3. Add 5 (for Sunday).
4. Multiply it by 50.
5. Add 1750.
6. Add the last two digits from the year you last had a birthday. So if your last birthday was in 2009, add 9, if the year last birthday was in 2011 then add 11.
7. Now subtract the four digit year that you were born (if you remember).

You should now have a three digit number. The first digit will be your original number (i.e. how many times you eat chocolate each week). The next two digits give your age. Can you explain why it works?

Angles in triangles



<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Maths lesson dated **July 7th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

The Arts

Children's Arts Week Design Technology

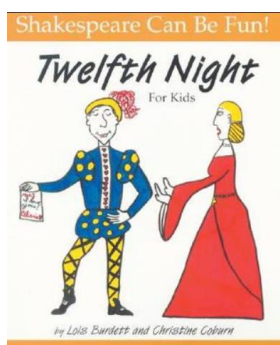
To celebrate today being world chocolate day and Arts Week, you will invent your own chocolate bar and design a wrapper to go with it. If you wish, you can use the templates below (there a few to choose from) to help you with this task.



Extension: Now create a persuasive poster to try and tempt the reader to buy your new chocolate bar creation.

Wednesday

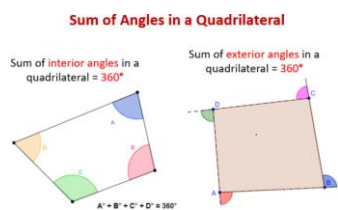
English Twelfth Night



<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons>

Please click on the above link, then click on today's English lesson dated **8th July** and work through the structured lesson and activities. Use your home workbook to complete the activities. You may also need a dictionary today.

Maths Angles in quadrilaterals



Please click on the above link, then click on the Maths lesson dated **July 8th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

The Arts Children's Arts Week Music and Theatre



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Please click on the above link, then click on the Arts Week lesson dated **July 8th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

Thursday

English/ICT/Geography

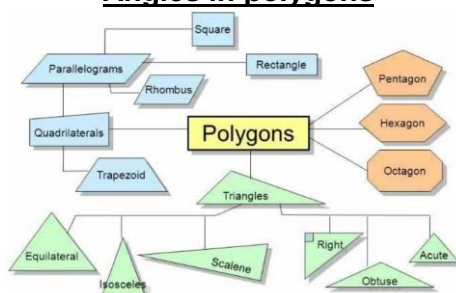
Fair Trade Chocolate Challenge Research on Chocolate and Fair-Trade

Because it was World Chocolate Day on Tuesday, use ICT to help with your research on the farming, production and trade of chocolate. Work your way through the booklet/sheets in the resources area which requires you to complete a number of challenges.



Now think about the chocolate wrapper you designed on Tuesday. How could you improve on your design and incorporate the Fair-Trade symbol?

Maths Angles in polygons



<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Maths lesson dated **July 9th** and work through the structured lesson and activities. Use your homework book to complete the activities.

The Arts Children's Arts Week Singing and Well-Being



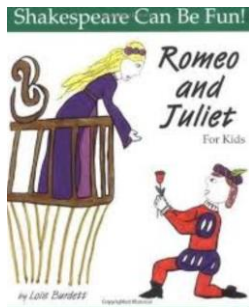
This week we are celebrating the Arts. Each afternoon, we will be completing an arts activity.

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Arts Week lesson dated **July 9th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

Friday

English Shakespeare reimagined: Romeo vs Juliet



<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons>

Please click on the above link, then click on today's English lesson dated **9th July** (we are a day behind because of the work we completed on chocolate and the fair-trade industry) and work through the structured lesson and activities. Use your home workbook to complete the activities. You may also need a dictionary today.

Maths Challenge of the week



<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Maths lesson dated **July 10th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

Art Artists and Art



This week we are celebrating the Arts. <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Please click on the above link, then click on the Arts Week lesson dated **July 7th** (we didn't complete this activity on Tuesday as we were concentrating on World chocolate Day) and work through the structured lesson and activities.

The Arts Children's Arts Week **TEN** **PIECES**

GET CREATIVE WITH
CLASSICAL MUSIC

Ten pieces takeover

This week we are celebrating the Arts. Each afternoon, we will be completing an arts activity.

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Please click on the above link, then click on the Arts Week lesson dated **July 10th** and work through the structured lesson and activities. Use your home workbook to complete the activities.

Other activities for the week – see below



- If you have enjoyed completing the English lessons based on William Shakespeare's plays, look at the work to complete on 'The Tempest'. Click on the link: <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons> and go to the English lesson dated **Tuesday 7th July**.



- Create a fact-file about the great play-write William Shakespeare.
- Create your own power-point based on the history of chocolate.



- Create your own rap, song or poem about chocolate.

- Design your own winning ticket for entry to Willy Wonker's chocolate factory.



- Explore the website: <https://www.tate.org.uk/kids> to coincide with Arts Week

TATE KIDS

- Practise your times tables <https://trockstars.com/>



- Continue to research your new secondary school. Consider using the school website to find out further useful information. Perhaps write some questions that you want to find out the answers to.

Chocolate:

A Short and Sweet History

We normally think of chocolate as a sweet treat, but it began as a bitter beverage! Chocolate as a food got its start in ancient times, when it wasn't just a dessert – it played an important part in ritual and culture.

In ancient Latin America, chocolate was worshipped – literally! Both the Mayan and Aztec people had gods that they believed were responsible for bringing chocolate to the earth. The two cultures consumed chocolate as a drink, which was popular among nobility. It was believed that the cocoa bean had magical powers, and it was used during major life events like births, marriages and deaths.

Chocolate wasn't mixed with sugar until Europeans came in contact with the Americas in the 1500s. They brought it home to Europe, where it became an expensive import and a symbol of wealth. Instead of chili and corn, Europeans added cinnamon and sugar to chocolate. But because chocolate was imported from another country, chocolate was available only to the upper class and became a symbol of wealth and status.

In the mid-1600s, "chocolate houses," which were like the coffee houses we have today, were a trendy meeting place for English citizens. By the 1700s, chocolate was a part of life for upper-class citizens in Europe; believed to be a nutritious drink with many health benefits. Back in America, chocolate was so popular that it was included in the rations for soldiers on the battlefield in the Revolutionary War.

In the early 1800s, the Industrial Revolution was in full swing, and people quickly found ways of speeding up the chocolate-making process. In 1828, a Dutch chemist found a way to remove some of the natural fat from chocolate, which led to the creation of chocolate in food form. The first chocolate bar was made in 1847, and by 1868, a company called Cadbury began selling chocolate candies. The same year, Nestle invented milk chocolate.

QUESTIONS

1. Which cultures were the first to consume chocolate?

- a. The Swiss and the Dutch
- b. The Mayans and Aztecs
- c. The English and the Mayans

2. How did chocolate become popular in Europe?

- a. People discovered it grew naturally there
- b. Explorers brought it back from the Americas
- c. A famous actor drank it

3. For most of its history, chocolate was mainly eaten by:

- a. Everyone
- b. Peasants
- c. The upper classes

4. Why was chocolate so expensive in Europe?

- a. It was so delicious!
- b. It took a long time to make
- c. It was imported from another country

1. b 2. b 3. c 4. c



The Chocolate Room



'An important room, this!' cried Mr Wonka, taking a bunch of keys from his pocket and slipping one into the keyhole of the door. 'This is the nerve centre of the whole factory, the heart of the whole business! And *so beautiful!* I *insist* upon my rooms being beautiful! I can't *abide* ugliness in factories! *In* we go, then! But *do* be careful, my dear children! Don't lose your heads! Don't get over-excited! Keep very calm!'

My Wonka opened the door. Five children and nine-grown-ups pushed their way in – and *oh*, what an amazing sight it was that now met their eyes!

They were looking down upon a lovely valley. There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river.

What is more, there was a tremendous waterfall halfway along the river – a steep cliff over which the water curled and rolled in a solid sheet, and then went crashing down into a boiling churning whirlpool of froth and spray.

Below the waterfall (and this was the most astonishing sight of all), a whole mass of enormous glass pipes were dangling down into the river from somewhere high up in the ceiling! They really were *enormous*, those pipes. There must have been a dozen of them at least, and they were sucking up the brownish muddy water from the river and carrying it away to goodness knows where. And because they were made of glass, you could see the liquid flowing and bubbling along inside them, and above the noise of the waterfall, you could hear the never-ending suck-suck-sucking sound of the pipes as they did their work.

Graceful trees and bushes were growing along the riverbanks – weeping willows and alders and tall clumps of rhododendrons with their pink and red and mauve blossoms. In the meadows there were thousands of buttercups.

'*There!*' cried Mr Wonka, dancing up and down and pointing his gold-topped cane at the great brown river. 'It's *all* chocolate! Every drop of that river is hot melted chocolate of the finest quality. The *very* finest quality. There's enough chocolate in there to fill *every* bathtub in the *entire* country! *And* all the swimming pools as well! Isn't it *terrific*? And just look at my pipes! They suck up the chocolate and carry it away to all the other rooms in the factory where it is needed! Thousands of gallons an hour, my dear children! Thousands and thousands of gallons!'

The children and their parents were too flabbergasted to speak. They were staggered. They were dumbfounded. They were bewildered and dazzled. They were completely bowled over by the hugeness of the whole thing. They simply stood and stared.

'The waterfall is *most* important!' Mr Wonka went on. 'It mixes the chocolate! It churns it up! It pounds it and beats it! It makes it light and frothy! No other factory in the world mixes its chocolate by waterfall! But it's the *only* way to do it properly! The *only* way! And do you like my trees?' he cried, pointing with his stick. 'And my lovely bushes? Don't you think they look pretty? I told you I hated ugliness! And of course they are *all* eatable! All made of something different and delicious! And do you like my meadows? Do you like my grass and my buttercups? The grass you are standing on, my dear little ones, is made of a new kind of soft, minty sugar that I've just invented! I call it swudge! Try a blade! Please do!

From Charlie and the Chocolate Factory, Roald Dahl

Answer the following questions about the text in your English homework books.

1. What did the children and adults see halfway along the river?
2. How many bathtubs could be filled by the chocolate in the chocolate river, according to Willy Wonka?
3. Why is the waterfall the most important thing?
4. Find a quote from the text which tells you how the visitors to the chocolate room were feeling.
5. What do you notice about the way Mr Wonka speaks?
6. Why do you think the author decided that Mr Wonka should talk in this way?
7. Mr Wonka says, "I insist upon my rooms being beautiful, I can't abide ugliness in factories." Why is this quite an unusual thing for a factory-owner to say?
8. Can you find 2 places in the text where the author gives you an idea of how large this room is?
9. Somewhere in this text, Roald Dahl has used a fronted adverbial. What is it?
10. What does Willy Wonka think of his chocolate room? How do you know?



Chocolate Maths

Age 11 to 14 ★

This is cool chocolate maths!!!

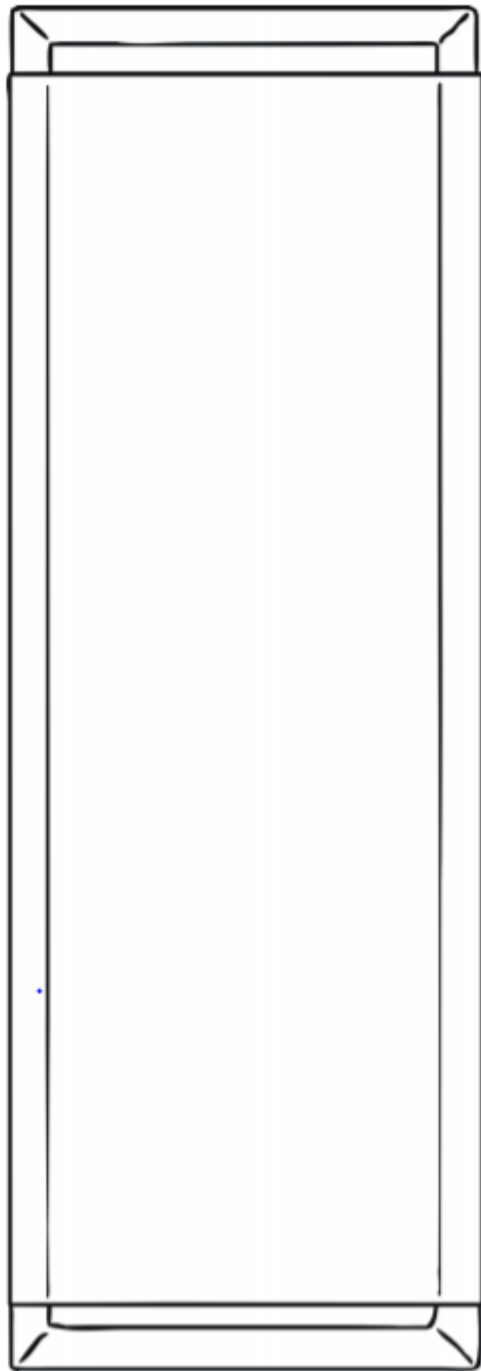


1. First of all, pick the number of times a week that you eat chocolate. This number must be more than one but less than ten.
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4. Multiply it by 50.
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6. Add the last two digits from the year you last had a birthday. So if your last birthday was in 2009, add 9, if the your last birthday was in 2011 then add 11.
7. Now subtract the four digit year that you were born (if you remember).

You should now have a three digit number. The first digit will be your original number (i.e. how many times you eat chocolate each week). The next two digits give your age. Can you explain why it works?

Design Your Own Chocolate Bar

Give it a name, a bright colour and design.



Can I design a chocolate bar?

What fillings will you use?

My design will look like this:

Why have you chosen these ingredients?

What is your favourite type of chocolate bar? Draw it in the box below and say why you like it.



To make my chocolate bar I will need:

-
-
-
-
-
-

Equipment I will need:

-
-
-
-
-
-
-

Method

My Final Product

Do you like your chocolate bar? What do you like about it?

How could you improve it next time? What would you change?



Chocolate Word Mat



tasty
delicious
yummy
rich
creamy
sweet
bitter
delightful
smooth

brown
white
dark
milk
plain
runny
melted
soft
hard

drizzle
decorate
chew
feel
taste
enjoy
chop
mould

mix
bite
eat
break
pour
melt
scoop
swallow

chocolate mousse
chocolate biscuit
chocolate factory
milk chocolate
chocolate bar
dark chocolate
chocolate cake
white chocolate
hot chocolate



CREATE YOUR OWN CHOCOLATE BAR

If you could concoct your very own candy bar, what would it be? Circle the ingredients below that you would add to make your secret recipe! Two spots have been left blank for you to add other ingredients (in case you want to add something that has been left off the chart).

Coconut	Marshmallow	Peanut Butter	Rice Krispies
Strawberry	White Chocolate	Macadamia Nuts	Cookie Pieces
Pineapple	Caramel	Almonds	Chocolate Chips
Orange	Butterscotch	Pecans	Cookie Bar
Raspberry	Nougat	Peanuts	
Raisins	Peppermint Pieces	Cashews	

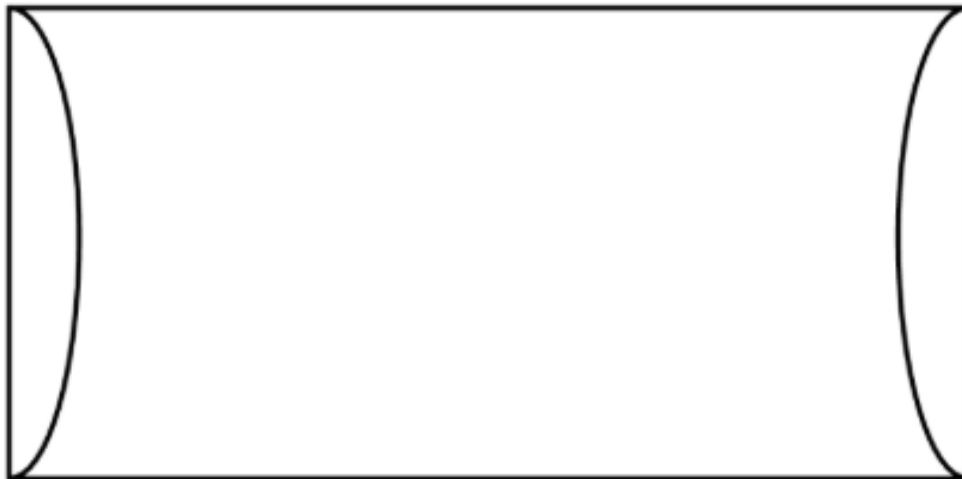
Think of a name for your candy bar:

.....

How much would it sell for?

.....

Sketch a design for your candy bar creation:



Create some rules that people in the chocolate industry should follow to make sure workers are treated fairly.

Fairtrade: The Chocolate Challenge



Name: _____

Year: _____

Favourite Chocolate Bar:

Where is chocolate made? Add a map below.

Complete this fact file about your country:

Capital city?	
Languages spoken?	
Population (how many people live there)	
How many cocoa farmers are there in this country?	
What is special about the cocoa?	
How big are cocoa farms?	
Currency?	
How much is £1 in their currency?	
Rich or poor country?	
How many adults can read and write?	
Are women or men more literate? (read and write)	
How many children die before they are 5?	
How many people do not have running water?	



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How is chocolate made (from bean to shop)?
Use pictures to support your ideas.



What do cocoa beans look like? Draw a picture.

How does Fairtrade help cocoa farmers?

What plants do they come from? Draw a picture.

How is the money that's made from chocolate production shared out? Draw a bar chart to illustrate this.



Research chocolate bar wrappers.

Draw some of your favourite designs here.



Design your own chocolate bar wrapper
which includes the Fairtrade logo and all the
relevant information.



