

Monday

Today, we are going to learn about personification. This is when we give objects, animals or ideas human like qualities. There will be two tasks to complete today, the first will be a personification work sheet and then a fill in the gap sheet will be the second task. The second task will be about Glaciers which is what we will be writing about on Wednesday.

Wednesday

Today we are going to write about Glaciers and how they melt but this writing must include some personification within it. We are going to write a description of what happens to Glaciers over time and this will be in 3rd person. Use the help sheets and WAGOLL to give you an idea of how this will be written.

Thursday

Today, you will be looking at the day to day life of a Neanderthal. You will all have a blank time timeline with the different things that you would do in a day. In the box, you are to draw a picture that shows what you have done and then you will complete the word bank below using ideas from the WAGOLL.

Friday

Today you will be writing a Diary Entry as if you were one of the Neanderthal's. This must include day to day things like hunting and building fires. You should use the Diary Checklist to help you.

Monday and Wednesday:

All about glaciers – nature's bulldozers

These slow moving rivers of ice are most common in the Arctic or Antarctic, however they can be found on every continent (except in the country of Australia).

Snow accumulates on higher ground over time and it takes decades or even centuries for glaciers to form.

The weight of the snow and the force of gravity make the glacier to move downhill, this can be only 50m per year but some can travel 30m per day.

Glaciers are powerful and can carve chunks out of mountains. They shape the land as they pass over it.

First, they pick up any materials lying on the ground. Water which freezes on rocks, expands and breaks pieces off – this is called freeze thaw weathering.

Erosion is where the rock in the glacier scrapes over the land and takes pieces of other rock with it.

Once the glacier flows towards lower ground and warmer temperatures, the ice begins to melt. Sands, stones, and other materials that don't melt, are left behind.

Sometime bits of glacier can break off into water, forming icebergs.

Today, we can still see the landforms created by glaciers (e.g. lakes) a long time ago. They provide fresh water.

Monday and Wednesday

Can I write a description about Glacier's using personification?

What we will aim for... This is an example of what the writing style will be and is here to give children ideas and inspiration.

Over a million years ago, an ice-cold wind swept across the land touching everything in its path. Worryingly this wind grew colder and colder and colder until it transformed into snow just like that, the grey mountains had been painted white. Blizzards were invited down to Earth to join to the party of white, crisp, snow but without warning these layers of snow began to slowly turn to blue glacier ice.

Bored and in need of an adventure this glacier began to shift, travelling slowly downhill, rampaging forward creating a gushing river of freezing ice eating through the landscape. Like an artist with their canvas this iced-painter created and sculpted mountains and valleys and other landforms that we know today, whilst on its journey it acquired rocks and pebbles, the little girl's pebble, and froze it in its depths. After thousands of years roaring across the white plains, the ice began to slip and slide. Tem-

| | |
|--|--|
| Check key spellings | |
| Legible, joined up handwriting | |
| Co-ordinating conjunctions | |
| Subordinating conjunctions (because, if, when) | |
| Use of pronouns | |
| Adverbs | |
| Prepositions | |
| Fronted adverbials marked with a comma | |
| Speech punctuation | |

Word Bank

Ice blizzards

Cold slowly

Freezing roaring

Rampaging grasp

Bulldozer finally

Glacier

melting

Sentence starters

Over time,.....

Slowly,

Without hesitation, the ice began to

Although the snow looked innocent it was,

Monday Personification

Aim: Choose and use words and phrases that capture the reader's interest and imagination.

Definition

Personification is a figure of speech in which an object, an idea or an animal is given human qualities.

If you can imagine an object doing actions or behaving like a person, that's personification.

Activity

1. Match the object to the human quality to complete the sentence.

| Object | | Human quality |
|----------------------------------|--|---------------------------|
| The candle flame | | nodded in the wind. |
| The chocolate cake in the fridge | | crept into the classroom. |
| The party | | danced in the dark. |
| The wallflowers | | sang a lonely song. |
| Along with the teacher, silence | | was calling her name. |
| The wind | | died as soon as he left. |

2. What effect does the use of personification have on the reader?

Activity 2: Add a verb to describe these nouns, think about personification when you are doing it. Look at my example.

| | | | | | |
|------|----------|--|--|--|--|
| Snow | shuffled | | | | |
| Ice | escaped | | | | |

Monday

Activity 3—Use the word bank below and fill in the gaps with the missing words so that this piece of writing makes sense. Read it back after once you have finished. Use the video below about Glaciers if you get stuck.

At the top of the mountain, the _____ falls and piles up. There is so much snow that it starts to _____ downhill. A glacier can travel 50 metres per _____ and while they are moving they _____ the land. The ice is as powerful as a _____. It scrapes up pieces of _____ and takes them along with the ice.

When a glacier reaches _____ temperatures it can start to _____. When it meets _____, parts can break off and form _____.

[All About Glaciers for Kids: How Glaciers Form and Erode to Create Landforms - FreeSchool - YouTube](#)



Thursday

Neanderthal Diary Entry WAGOLL

Dear Diary,

As soon as I woke up, the sun shone brightly in my face. I was blinded! I quickly started a fire (the burning red flames that also come from the volcanoes) so that my family could eat because they needed energy for hunting and gathering today. I vigorously rubbed two bumpy sticks together until a spark lit the glowing flames. My son was soon awake but he was angry because he liked to help make the fire. Although my son wanted to help, it felt as though he put out more fires than he started!

Later, we got our hunting equipment together and went off to find food for the evening. Happily, we took our dog to help. Although it was a brisk, cold day, we quickly got warm by jogging in the winter sun. Suddenly, we spotted a huge, woolly mammoth in the distance. Lunch! Creeping, we moved stealthily closer. My boy fired his sharp arrows and the mammoth collapsed.

After a long day, we all sat around the campfire merrily telling stories. Happy and content, I snuggled down on my stone bed and

| | |
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| Adverbs | |
| Prepositions | |
| Fronted adverbials marked with a comma | |
| Speech punctuation | |

Thursday

Neanderthal Diary Entry Support Sheet

Day in the life of a Neanderthal

Time line



Woke early and get up

Built fire and made breakfast

Sharpened spears ready for hunting

Headed off to hunt

Took hunt home ready for supper

Prepared, cooked and ate dinner.

Got ready for bed in the cave.

Thursday— Planning Sheet



| Adverbs | Subordinate Conjunctions | Time conjunctions |
|---------|--------------------------|-------------------|
| | | after |
| | | before |
| | | eventually |
| | | Just then |

Word Bank

Pebble in my Pocket— support sheets

Subordinating conjunctions

A subordinating conjunction joins a subordinate clause to a main clause.

| | | |
|-------------|---------------|----------|
| after | If | though |
| although | in order that | unless |
| as | now that | until |
| because | once | when |
| before | since | whenever |
| even if | so that | where |
| even though | than | wherever |
| how | that | while |

Prepositions

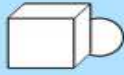
through



beside



in front of



behind



between

across



in

by



on

around

upon



below

to



next to

up



above

down

near

outside

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

| Time | Frequency | Place | Manner | Possibility |
|-------------------------|-------------------|------------------------------|----------------------|---------------------------------------|
| Afterwards, | Often, | Above the clouds, | Sadly, | Almost unbelievably, |
| Already, | Again, | Below the sea, | Slowly, | Much admired, |
| Always, | Daily, | Here, | Happily, | Nearly asleep, |
| Immediately, | Weekly, | Outside, | Awkwardly, | Quite understandably, |
| Last month, | Fortnightly, | Over there, | Bravely, | Really happily, |
| Now, | Yearly, | There, | Like a ... , | Perhaps, |
| Soon, | Sometimes, | Under the ground, | As quick as a flash, | Maybe, |
| Yesterday, | Rarely, | Upstairs, | As fast as he could, | Just arrived, |
| Today, | Every second, | In the distance, | Without a sound, | Certainly amused, |
| Tomorrow, | Twice a year, | Between the sea and the sky, | Without warning, | Obviously angry, |
| Next year, | Once a minute, | Everywhere she looked, | Unexpectedly, | Definitely confused, |
| In January, | Once, | Around the tent, | Unfortunately, | Completely exhausted, |
| On Tuesday, | Once or twice, | Back at the house, | Suddenly, | Barely alive, |
| In the morning, | Three times, | Nearby, | Mysteriously, | Out of breath, |
| After a while, | Constantly, | Down by the cliffs, | Frantically, | Decidedly unimpressed, |
| As soon as she could, | Regularly, | Behind the shed, | Anxiously, | Perfectly confident, |
| Before long, | Frequently, | In the wooden box, | Courageously, | Positively trembling with excitement, |
| All of a sudden, | Infrequently, | Over my bed, | Silently, | Purely practically, |
| In the blink of an eye, | Occasionally, | Somewhere near here, | Curiously, | Somewhat flustered, |
| Just then, | Rarely, | Far away, | Nervously, | Utterly joyous, |
| Eventually, | Never in my life, | Wherever they went, | Rapidly, | Totally overwhelmed, |
| Later, | Never before, | North of here, | Carefully, | |



Time Conjunctions



| | | | |
|---------------------|----------------------|------------------|------------|
| after | as soon as possible | before | earlier |
| eventually | finally | in the beginning | in the end |
| just at that moment | just then | later | meanwhile |
| next | several months later | suddenly | while |
| first | without warning | second | after that |



Features of a Diary Entry

| | |
|--|--|
| Uses the past tense | |
| Uses first person pronouns (I, we, my, etc.) | |
| Describes the writer's point of view, thoughts and feelings | |
| Includes opinions as well as facts | |
| Uses ambitious words to describe people and places | |
| Is written in an informal style, as though speaking to someone | |
| Uses time conjunctions to link events | |
| Organises events into paragraphs | |