

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.

Please find below a link of the book being read so that you can access it

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 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.

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				

Use the verb mat on the next page to help you.

Verbs

Movement

bounce
carry
collapse
crawl
dance
dash
drive
hit
hop
hurry
jump
leap
pull
push
roll
rotate
run
shake
skip
sneak
spin
split

Voice

giggle
hum
laugh
rap
scream
shout
sigh
sing
sob
talk
whisper
yawn

Objects

bend
break
burn
control
fold
melt
mend
mould
open
repair
smash
snap
stretch
throw
twist

Emotion

admire
bawl
blubber
cry
despair
frown
grin
laugh
love
sigh
smile
smirk
tremble
weep
wince
worry

Senses

caress
eat
feel
hear
lick
listen
observe
smell
sniff
taste
touch

Thought

comprehend
conceive
contemplate
daydream
dream
evaluate
lament
meditate
ponder
reflect
speculate
think
visualise
wonder

More useful verbs...

change
identify
suggest

collect
locate
search

design
plan
select

focus
prevent
terminate

find
report
visit

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 s_____ falls and piles up. There is so much snow that it starts to m_____ downhill. A glacier can travel 50 metres per y_____ and while they are moving they c_____ o_____ the land. The ice is as powerful as a b_____. It scrapes up pieces of r_____ and takes them along with the ice.

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

Word bank

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



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. Temperatures began to rise. The sun had begun to melt away the white paint on the mountains, on the land and finally the pebble

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

Sentence starters

Over time,.....

Slowly,

Without hesitation, the ice began to

Although the snow looked innocent it was,

and other prisoners were released from its cold grasp.

Rampaging grasp

Bulldozer finally

Glacier

melting

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 dreamt in the colours of the flames from my fire.

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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
quickly		after
Worryingly		before
		eventually
		Just then

Word Bank

Vast sharp mammoth suddenly hunting ferocious

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

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	