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 down-hill, 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 doping it. Look at my example.

Snow	shuffled		
Ice	escaped		

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



Movement

collapse run shake skip sneak drive hit hop hurry jump pull pull push dash dance crawl carry pomuce stroll tap throw trudge turn walk stumble MOOZ wande wind Wave

whisper

smash

throw stretch snap talk

open repair

mould mend

Voice

shout sigh sing sob scream giggle hum laugh rap

Objects

purn break bend contro blubber admire bawl

grin laugh love despair frown

melt fold

tremble smirk smile sigh wince weep

Senses

Emotion

eat feel hear caress

smell taste touch sni∰ listen observe

Thought

daydream contemplate conceive comprehend

reflect think wonder speculate evaluate visualise ponder meditate dream lament

More useful verbs...

change identify suggest search collect locate

spin split

design plan select

focus prevent terminate

report visit find

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 tom_	downhill. A glacier
can travel 50 metres pery	and while they are
moving theycoo	the land. The ice is as powerful
as ab It s	scrapes up pieces ofr
and takes them along with the ice.	
When a glacier reachesw	temperatures it can start to
m When it meets	sw, parts can
break off and formi_	

Word bank

All About Glaciers for Kids: How Glaciers Form and Erode to Create Landforms - FreeSchool - YouTube



Monday and Wednesday <u>Can I write a description about Glacier's using personification?</u>

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 littles 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

Word Bank

Check key spellings

	_	VVOI a Barrix	
Legible, joined up handwriting		la-	la l'anno mala
Co-ordinating conjunctions		Ice	blizzards
Subordinating conjunctions (because, if, when)			
Use of pronouns		Cald	al acceler
Adverbs		Cold	slowly
Prepositions			
Fronted adverbials marked with a comma		Funnaium	
Speech punctuation		Freezing	roaring
Sentence starters			
Over time,	and oth-	Rampaging	grasp
Slowly,	er pris- oners	Bulldozer	finally
Without hesitation, the ice began	were re- leased		,
to	from its cold	Glacier	
Although the snow looked in-	grasp.		

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.

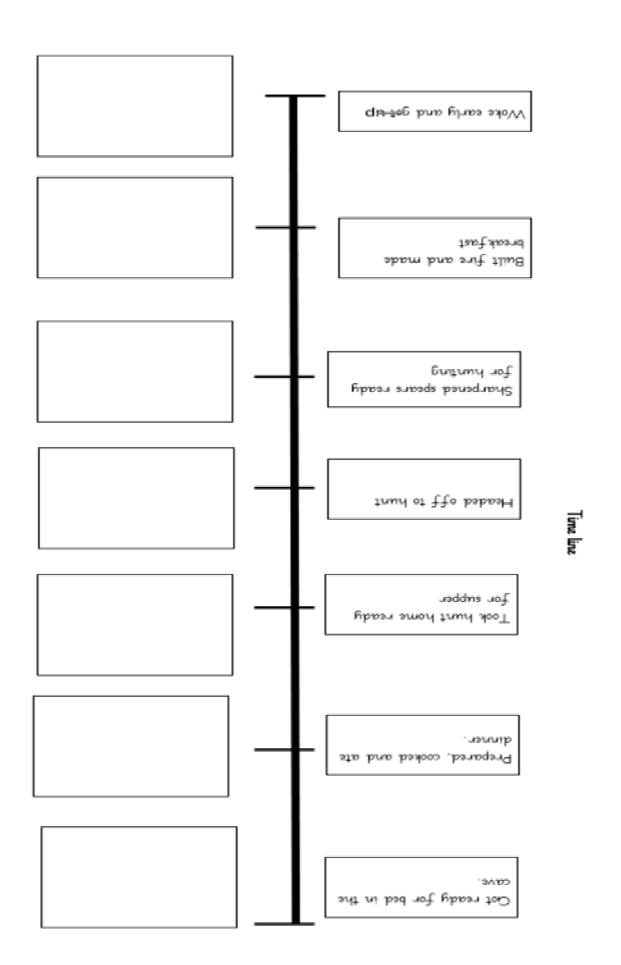
After a long day, we all sat around the campfire merrily telling stories. Happy and content, I snuggled down on my stone bed

and dreamt in the colours of the flames from my fire.

	\neg
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	

Thursday

Neanderthal Diary Entry Support Sheet



Day in the life of a Neanderthal

Thursday— Planning Sheet



Adverbs	Subordinate Conjunctions	Time conjunctions
quickly		after
quickly		
Worryingly		before
VVOITYIIIgiy		
		eventually
		Just then

Word Bank

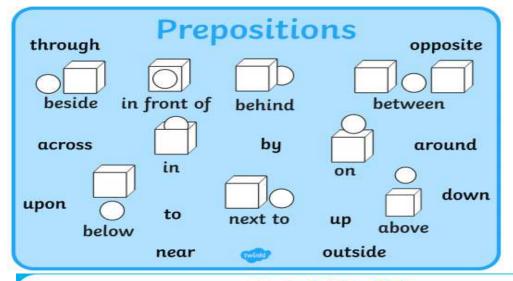
Vast sharp mammoth suddenly hunting ferocious

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



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 wit
All of a sudden,	Infrequently,	Over my bed,	Silently,	excitement,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Purely practically,
Just then,	Rarely,	Far away,	Nervously,	Somewhat flustered,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Utterly joyous,
Later,	Never before,	North of here,	Carefully,	Totally overwhelmed,



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	