



7-11
yrs

MY ACTIVITY BOOK

A curriculum-focused
independent learning resource

Draw a picture
of yourself!

This book belongs to:

Class:

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Introduction

We hope that you enjoy the lessons in this book which have been carefully planned by our TTS Teachers. We have created these to support and compliment the home learning provided by schools. It is in no way intended to replace the brilliant curriculum materials your child's school will have created – but as a little something from us to you to support your child when learning at home.

All resources have been written by qualified teachers and using TTS resources. Please respect our intellectual property by keeping this pack together as it was intended and not republishing it in any way for commercial gain. Please feel free to share the free download with anyone who may benefit from it!

It is recommended that children undertake a Literacy and Numeracy task everyday plus one other lesson from another subject area. The lessons have been designed to be “pick and mix” so you do not need to follow any particular order.

Try to find a quiet place for your child to work, ideally at a table, with limited distractions.

Remember that all children work at a different pace and if you feel they are getting restless move on to another task and you can always revisit an activity later.

Encourage your child with their work and ask lots of questions, some of our lessons offer a great opportunity to learn together and share the experience. Remember to encourage your child to hold their pen/pencil correctly, think about the presentation of their work and take their time.

Use the opportunity of working at home to develop independence, perseverance, problem solving skills and creativity. Children will love the opportunity to show you what they are capable of as they work through the activities in this book. Remember, the most important thing is for children to enjoy these activities and have fun!

Reading Log

Date	Title	Page	Comments

Diary

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

The Chocolate Factory

The Chocolate Factory



"How lucky are we?" asked Tom as he and Leah entered the chocolate factory. "I know!" replied Leah. "I can't wait to get to the tasting part!"

Tom and Leah had won a prize in their school fair raffle, which was to visit the local chocolate factory. After putting on hairnets, to keep the chocolate hygienic, they were shown how the chocolate starts as cacao beans. The beans were roasted in ovens to bring out the flavour and the colour. Then the beans were processed to remove the shell and make the cocoa powder and the cocoa butter.

Leah and Tom watched in amazement as these were mixed together with the sugar, vanilla and milk. The melted chocolate was then put into moulds, to solidify into bars and chocolates. Then the tasting began. "Hmm, delicious!" said Leah happily. "Definitely worth the wait!"



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The Chocolate Factory Questions



1. How did Leah and Tom feel as they entered the chocolate factory? How do you know?
2. Why were they visiting the factory?
3. Find the word '*hygienic*' in the text. What does this mean and why is it important to making chocolate?
4. What is the first stage in the chocolate process?
5. What else is added to the mixture?
6. Which scientific process is mentioned in the text?

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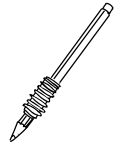
2

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4

5

6



Draw your ideal chocolate and label with ingredients

Learn to Fingerspell

What is fingerspelling?

Fingerspelling is a way of spelling words using hand movements and is a part of learning sign language. Each letter of the alphabet has a different sign. British Sign Language (BSL) uses a two-handed version, whereas others, such as American Sign Language (ASL) use only one.



Why should we learn it?

It would be wonderful if all children were taught to fingerspell. Firstly, it can be picked up very quickly and is great fun! Everyone loves the idea of secret codes and this is like learning a code. The vowels, for example, are indicated by pointing to each finger in turn, starting with the thumb – a, e, i, o, u.

Secondly, it is a new and different way to learn the alphabet and practise spelling. Children will have better understanding of the fact that words are made up of vowels and consonants.

Last, but not least, children will be able to communicate in a small way with a deaf or hearing impaired person and would better appreciate the communication difficulties they face.

Fingerspelling is only a part of learning sign language, but getting children to try it might encourage them to want to know more.

Questions:

1. What is fingerspelling?

.....

2. What does the acronym BSL stand for?

.....

3. Name the 5 vowels in the English language.

.....

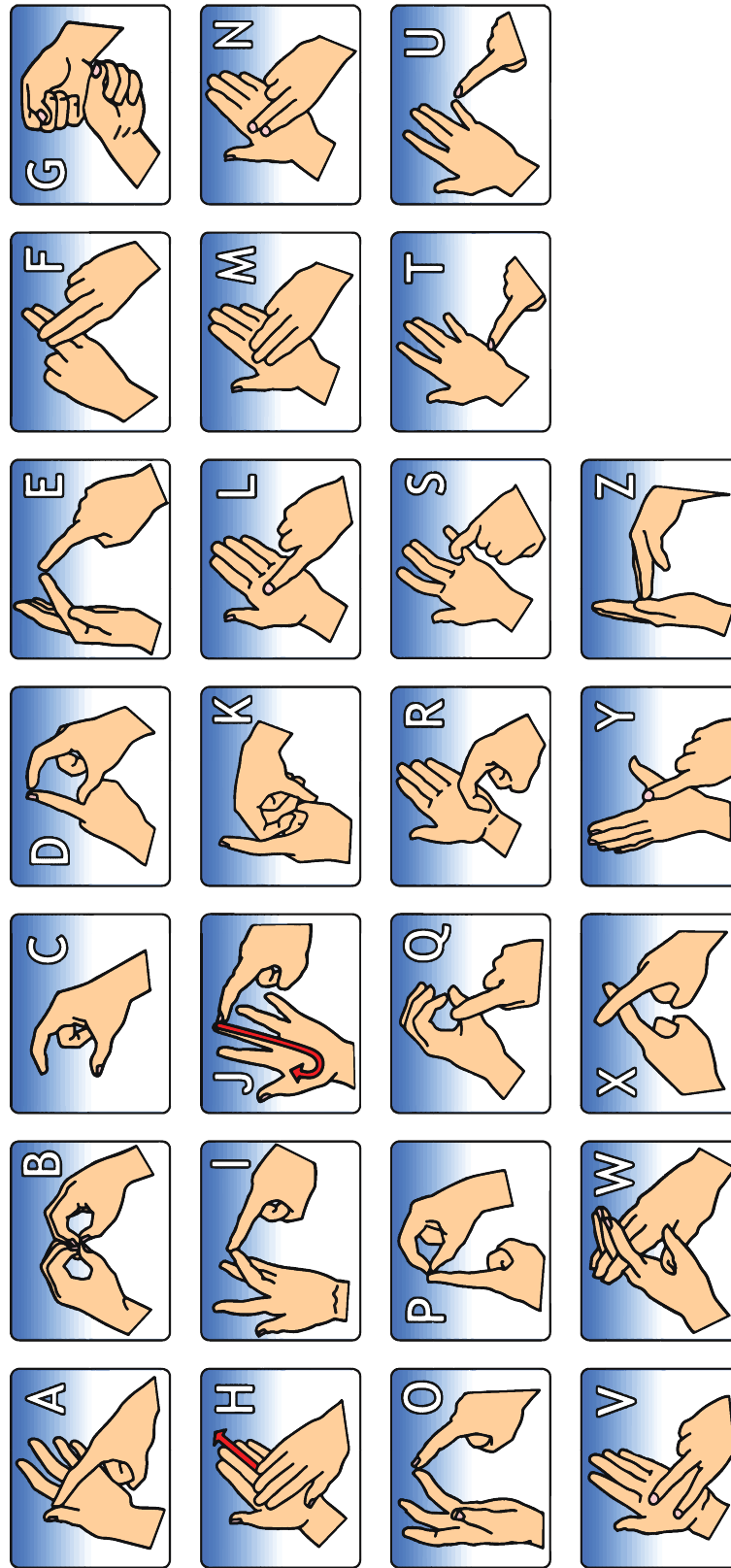
4. What are the final 5 consonants in the alphabet?

.....

5. Look carefully at the fingerspelling alphabet opposite. First, practise signing your name then try other words and perhaps a whole sentence.



BRITISH SIGN LANGUAGE - FINGERSPELLING



british-sign.co.uk

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WWW.BRITISH-SIGN.CO.UK

The Burning of the Rice Fields

Once there was an old man who lived high up on a mountain far away in Japan. All around his little house the ground was flat and the soil was good. Here were the rice fields belonging to all the people who lived in the village at the foot of the mountain. Beyond the village was the blue sea, so close that there was no room for anything but houses.

The old man lived with his grandson, Yone. The child loved the rice fields and he often helped his grandfather to watch over them because he knew that all the good food for the villagers came from there.

One day, the grandfather was standing on his own looking down at the village and the people going about their business. He was thinking how beautiful the scene was when something caught his eye far out to sea. It was as though a huge cloud was rising and as if the sea itself was lifting into the sky. The old man put his hands to his eyes and looked again as hard as he could. Then he turned and ran to the house shouting, "Grandson, grandson! Come quickly! Bring a burning stick from the fireplace!"

Yone could not imagine why his Grandfather wanted the fire, but he always did as he was told without question, so he quickly and carefully got the burning wood.

The old man grabbed the fiery wand and ran to the rice fields. Yone ran after him and was horrified to see his grandfather setting light to the dry rice in the fields. He thrust the torch in again and again as the stalks turned red, orange and yellow.

"Grandfather! What are you doing?" screamed Yone, thinking his grandfather must have lost his mind.

Very soon, the field was completely ablaze; the fire spread quickly and black smoke began to creep up the mountain side. It rose thick and dark and in no time the people in the village below saw it and knew that their precious rice fields were on fire. As quickly as their legs could carry them, they ran. Not one person stayed behind.

When they came closer, and could see that they were too late to save any of it, they cried and wailed, "Who could have done this? How could it happen?"

"I did it," said the old man.

"It's true," sobbed his grandson, "My grandfather started the fire."

The villagers gathered angrily around the old man, "Why?" they screamed, "Why?"

He turned and pointed to the sea. "Look."

They all turned to look. There, where the sea had been so beautiful, still and calm, a gigantic wall of water as tall as the sky was rolling in. The people were so aghast at the terrifying sight they could not even scream.

The wall of water fell on the village and destroyed every house and building. The sound was awful. Wave after wave battered and covered the place where the village had been until it was all under the sea.

Disastrous as this was, every last person was safe.

When they realised what the old man had done, they thanked him and honoured him for his quick thinking which had saved them all from the tidal wave.

Answer the following questions:

1. Where is this story set?
2. Why did Yone not ask his Grandfather why he wanted a burning stick?
3. What was the danger coming from the sea?
4. Does the story have a message? What do you think it is?
5. The Burning of the Rice Fields is a re-telling of a traditional tale. Name 3 other traditional tales.

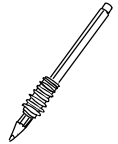
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5.....



Write a scintillating story!

**His torso was
covered in
debris as he
tried to...**

**I'm an old man
marooned on a desert
island where my powers
are useless...**

**Once upon a time
in the land of
'Never Forget'
lived...**

**The water thundered
through my ears as I
tumbled through the
waves...**

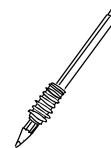
**Trudging
through the
desert sands
I had an
illusion...**

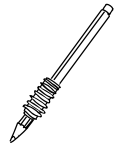
**It was a lovely moonlit
night...**

Choose any one of the story starters above and let your imagination run wild! Take time to think about your ideas – you might want to jot down a plan or talk it through with someone. When you are ready, write your story on the next pages.



Write a scintillating story!





The Revival of Crumbledown School

Truth to tell in years gone by,
Crumbledown School, no word of a lie,
Was an awful place,
Full of woe,
Where no sane child would want to go.
Morale was low, detentions high,
Hard to say exactly why...
Years had passed
With no respite,
It kept the head awake at night.

Mr Watkin did whatever he could,
But nothing he tried seemed to do much good.
Pupils walked with shoulders down,
Teachers dull,
Their clothes all brown
Until one day a girl arrived -
9 years old and
In Year 5 -
Her name was Sue and she had a dream,
Of starting up a football team.

The PE teacher was sadly lacking,
Shrugged his shoulders and
Sent her packing
"It's a daft idea by any token,
And anyway, my whistle's broken."
Undeterred, Sue went away,
And made a plan that very day,
A buzz began
Around the school,
A football team might be quite cool!
A squad was formed that self-same week,
So Mr Watkin took a peek,
To call them 'chaotic'
Would be understating,
Even 'a shambles' would be overrating.
They lost every game, not just by a few

(I believe the last score was 30 to 2)
That being said,
They never gave up;
Sue was determined to lift the league cup.

Then an odd thought occurred, worth supposition,
That important as training
Might be their nutrition...
Carbohydrates and protein – they were the key!
She would plan their whole diet, as strict as could be.
So she banned crisps and pop, "Be gone chocs and sweets",
And made special veg smoothies
With cabbage and beets,
And a secret ingredient which nobody knew
And Sue won't divulge, not even to you!

The sensational smoothies made the team more resilient,
And not only that -
They were actually brilliant!
They won every game, getting better each day
And nothing it seemed would stand in their way.
The children were thrilled by their new reputation
And Sue's special smoothies
Were quite the sensation!
The school was transformed from where boredom was rife
To a place full of energy, vigour and life!

This tale has a moral, you must understand
That health and nutrition
Work best hand in hand.
So please don't ignore what good it can do
To eat 5 a day and get exercise too.
Cut your sugar right down, be the best you can be,
You'll feel so much better, just try it, and see!
And as for Sue's smoothies,
The word got about
Now it's rumoured that England are trying them out!

Questions about the poem



1. What is the name of the head teacher?

.....

2. Line four uses the word 'woe'. Think of a synonym for this word

.....

3. How old is Sue?

.....

4. What adjectives are used to describe the football team? Can you think of two others that could have been used?

.....

5. What is your favourite part of the poem and why?

.....

6. Crumbledown School was much improved by having a football team. What do you think would make your school a better place to be?

.....

7. Write a short poem about your school and what you like about it. It doesn't have to rhyme. It could even be an acrostic poem using your school's name, e.g.

S
T

M
A
R
K
S

Write your own poem



Tongue Twisters

Santa's sleigh slides on
slick snow

Tongue Twisters

Bobby brings bright
bells

Tongue Twisters

Ten tiny trains toot
ten times

Tongue Twisters

She sells seashells on
the sea shore

Tongue Twisters

Purple paper people,
purple paper people,
purple paper people...

Tongue Twisters

Bubble bobble, bubble,
bobble, bubble bobble...

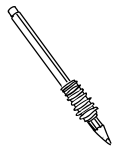
Tongue Twisters

Read each of the tongue twisters out loud.

Say them quickly four or five times.

Which one is easiest?

Which is the trickiest?



What do you notice about how the tongue twisters are written? Can you think of a good tongue twister of your own? Make it really hard to say.

[illegible]

William Shakespeare



One of the most well-known English writers is William Shakespeare. He lived in the 16th and 17th Century and many of his plays are still performed today.

William Shakespeare was born at his home in Stratford Upon Avon. We do not know his exact birth date but it is usually said to be 23rd April 1564 because we know that he was baptised on 26th April 1564. He was the third child of John Shakespeare and Mary Arden. His father was a leather merchant and his mother's family owned land nearby. We do not know exactly where or if he went to school but it is likely that he went to the King's New School in Stratford to learn reading, writing and the classics.

On 28th November 1582, William married Anne Hathaway. William was just 18 years old at the time. They had a daughter and later they had twins. After this, little is known about the next seven years of Shakespeare's life. These are called the 'lost years'.

By 1592, William Shakespeare was living in London and working as an actor and playwright. By 1597, 15 of his 37 plays had been published.

Many people believe that William died on his birthday, 23rd April 1616 but we don't know this for certain.



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William Shakespeare Questions



1. Where and when was William Shakespeare born?
2. Who were his parents and what did they do for a living?
3. What is known about his schooling?
4. What have been called the lost years? What do you think that Shakespeare might have been doing in this time?
5. What did Shakespeare do in London?
6. What mysteries surround the life of Shakespeare? What do you think about these uncertainties?

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What else do you know about Shakespeare? What plays did he write?

Find out more information and make a fact sheet or a presentation about him to share with your class.

1

2

3

4

5

6

