

The tunnel...

Monday the 1st of June

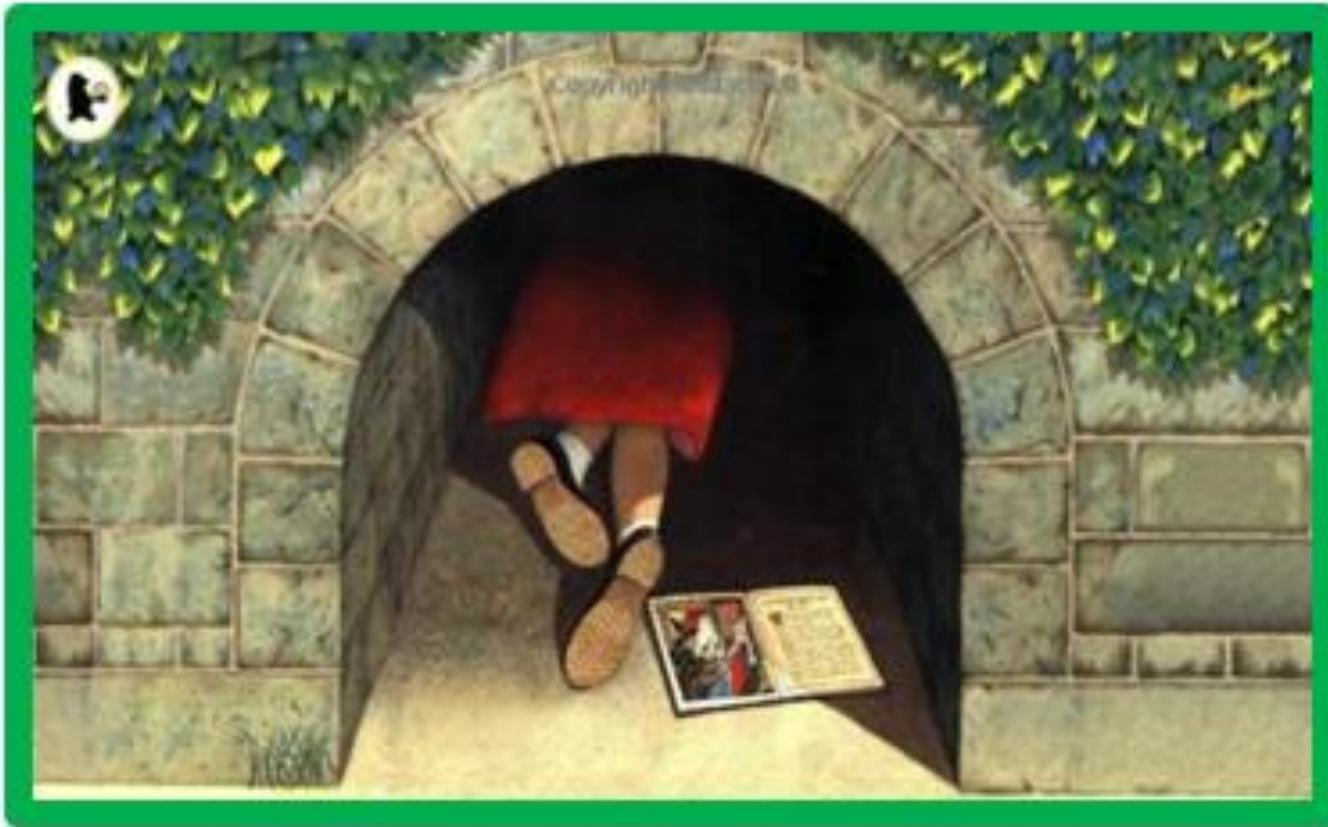
In addition to today's activities you could also:

- Practise your X tables (perhaps create a X Tables grid for the X tables you are working on to see how quickly you can complete it OR go onto TT Rockstars)
- Read. It could be anything – Fiction or non-fiction, but you should be doing this every day, both to yourself and reading aloud to someone (an adult or a child in your household)
- Get outside in the fresh air: How many different birds / mini-beasts / plants can you find? Can you name any of them? If you can't, see if you can find out what they're called. Get to know the world around you this week.

This picture is from *The Tunnel* by Anthony Browne.

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

It is about a brother and sister who find a secret tunnel.



Imagine that you have found a secret tunnel.

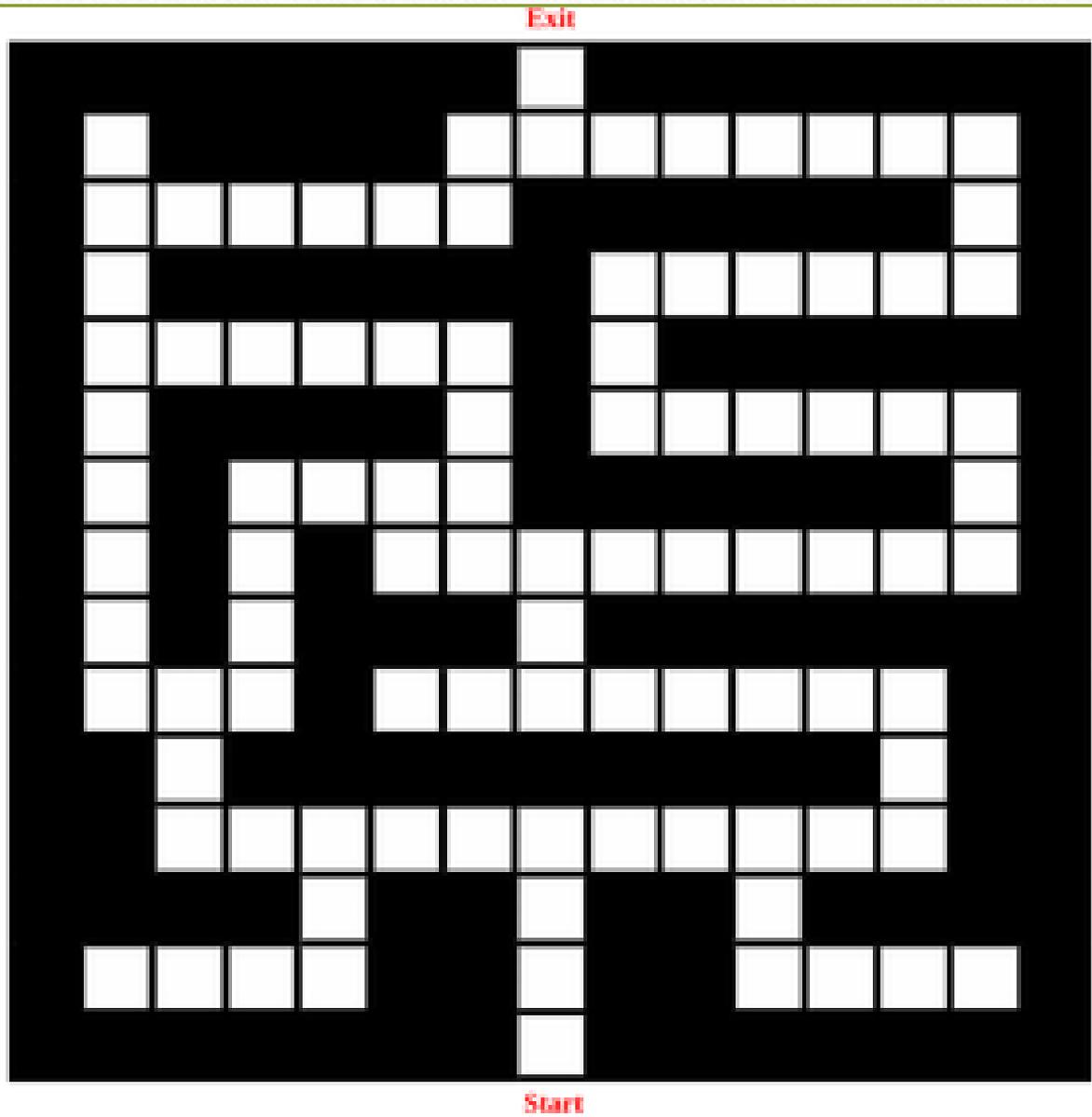
Where do you think it will lead to?

1) Draw a picture of what you imagine is on the other side of the tunnel.

2) Write a description of this place. Can you use:

- expanded noun phrases?
- your 5 senses?
- similes and metaphors?

Extension: Write what you would imagine would happen on the other side.



Imagine that the tunnel has lots of paths to get through.

Give someone else directions to get through the tunnel.

You can use either:

- Forward / backward, left / right

OR:

- Compass directions: North, south, east and west.

Can you find a different path?

CHALLENGE Can you create your own tunnel using squared paper?

Write directions for someone else to follow through the tunnel.



In the story of *The Tunnel* the girl comes out of the tunnel into a forest. In the pictures of the forest there are lots of clues to things in other fairy tales such as Little Red Riding Hood and Jack and the Beanstalk.

Can you find any of these clues?

Could you make your own picture with hidden clues to fairy tales?



Extension activity...

Take it outside:

- Using an outside space (and if you like, any equipment you may have access to), create an 'obstacle course' of your own with a partner. Work out instructions using: **forward / backward / turn / left / right**
- **(KS2 children can use $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full turns or degrees (90, 180, 270, 360)).**
- Then test it out on a partner – How accurate were your directions? Did you have to make adjustments?
- If you can, swap around and let your partner try. Whose instructions worked better? Why?
- Challenge: Could you try it blindfolded?? Take care with this!

The Jumblies

Tuesday the 2nd of June

Today's activities are based on the theme of the Jumblies' and their journey.

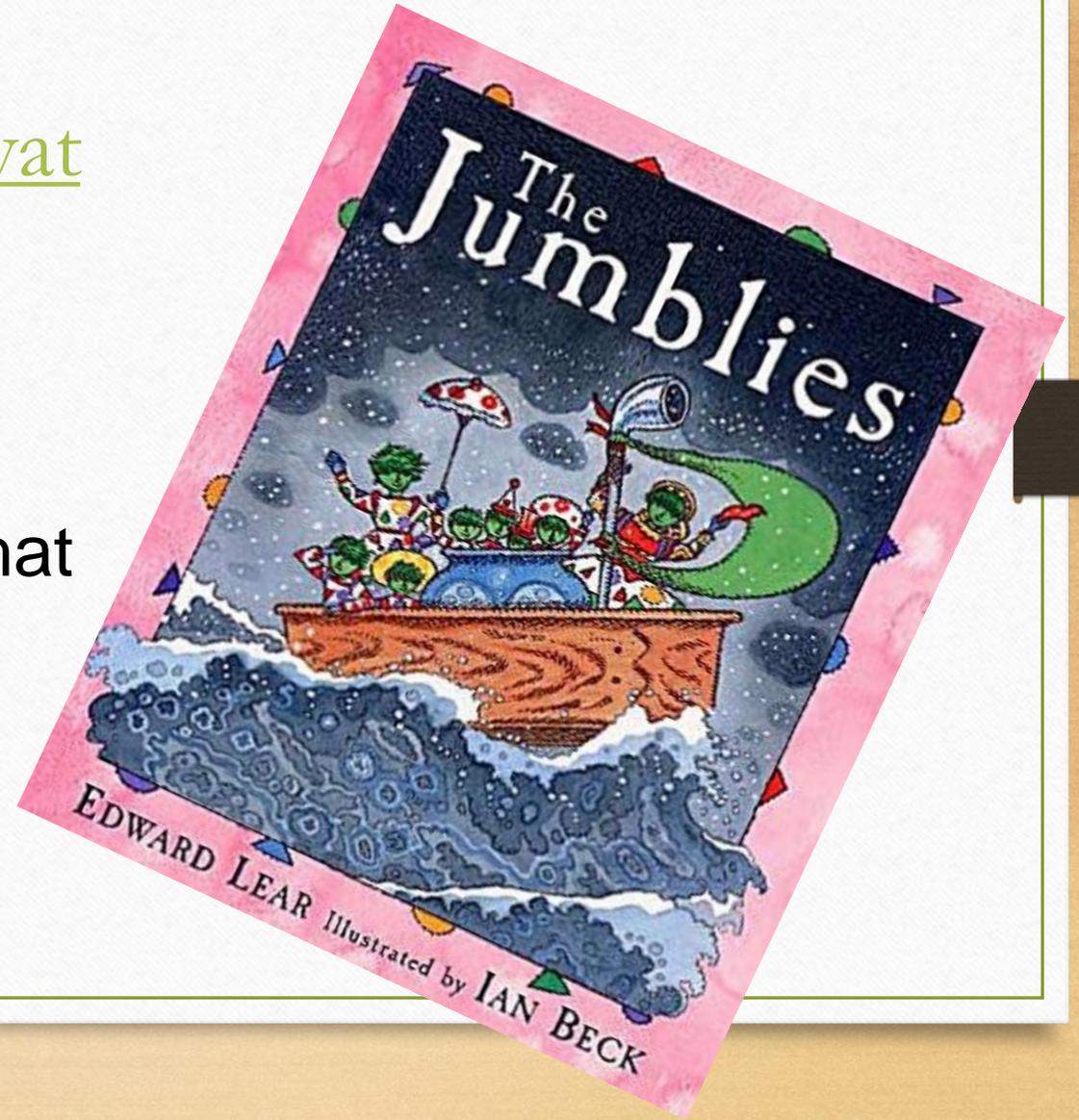
In addition to these activities you could also:

-
- Practise your X tables (perhaps ask someone to create a X tables test of 10-20 Q's OR go onto TT Rockstars)
 - Read. It could be anything – Fiction or non-fiction, but you should be doing this every day, both to yourself and reading aloud to someone (an adult or a child in your household)
 - Get outside in the fresh air: How many different birds / minibeasts / plants can you find? Can you name any of them? If you can't see if you can find out what they're called. Get to know the world around you this week.

Watch the following video of 'The Jumblies', performed by the British Poet, Michael Rosen.

https://www.youtube.com/watch?v=RB_5tGsvEBQ

Discuss / think: What can you remember about the journey / what did you like / dislike? Have you heard anything similar to this?

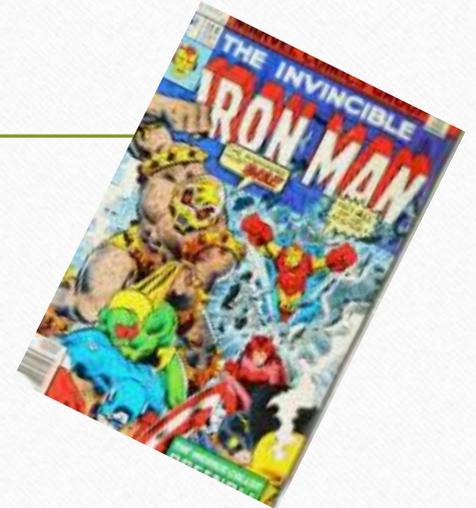


Task: Turn the poem into a visual story (comic strip)

- Think about the key events in the poem.
- Create a comic strip about the Jumblies' journey.
- Use pictures, words and speech bubbles.

(Beech and Ash could also include onomatopoeia – sound words... boom!)

A comic strip grid and the poem are on the next pages – draw the grid in your books (or if you can, print it off)



They went to sea in a Sieve, they did,
In a Sieve they went to sea:
In spite of all their friends could say,
On a winter's morn, on a stormy day,
In a Sieve they went to sea!
And when the Sieve turned round and round,
And every one cried, 'You'll all be drowned!'
They called aloud, 'Our Sieve ain't big,
But we don't care a button! we don't care a fig!
In a Sieve we'll go to sea!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

II

They sailed away in a Sieve, they did,
In a Sieve they sailed so fast,
With only a beautiful pea-green veil
Tied with a riband by way of a sail,
To a small tobacco-pipe mast;
And every one said, who saw them go,
'O won't they be soon upset, you know!
For the sky is dark, and the voyage is long,
And happen what may, it's extremely wrong
In a Sieve to sail so fast!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

III

The water it soon came in, it did,
The water it soon came in;
So to keep them dry, they wrapped their feet
In a pinky paper all folded neat,
And they fastened it down with a pin.
And they passed the night in a crockery-jar,
And each of them said, 'How wise we are!
Though the sky be dark, and the voyage be long,
Yet we never can think we were rash or wrong,
While round in our Sieve we spin!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

IV

And all night long they sailed away;
And when the sun went down,
They whistled and warbled a moony song
To the echoing sound of a coppery gong,
In the shade of the mountains brown.
'O Timballo! How happy we are,
When we live in a sieve and a crockery-jar,
And all night long in the moonlight pale,
We sail away with a pea-green sail,
In the shade of the mountains brown!
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

V

They sailed to the Western Sea, they did,
To a land all covered with trees,
And they bought an Owl, and a useful Cart,
And a pound of Rice, and a Cranberry Tart,
And a hive of silvery Bees.
And they bought a Pig, and some green Jack-daws,
And a lovely Monkey with lollipop paws,
And forty bottles of Ring-Bo-Ree,
And no end of Stilton Cheese.
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

VI

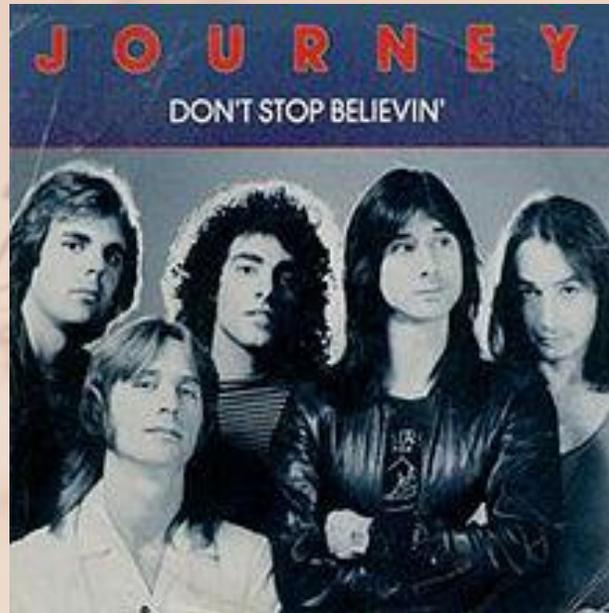
And in twenty years they all came back,
In twenty years or more,
And every one said, 'How tall they've grown!'
For they've been to the Lakes, and the Terrible Zone,
And the hills of the Chankly Bore;
And they drank their health, and gave them a feast
Of dumplings made of beautiful yeast;
And everyone said, 'If we only live,
We too will go to sea in a Sieve,—
To the hills of the Chankly Bore!'
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

Edward Lear

Music appreciation:

Listen to Journey – Don't Stop believin'

- <https://www.youtube.com/watch?v=1k8craCGpgs>



Don't Stop Believin

- “**Don't Stop Believin**” is a song by American rock band [Journey](#), originally recorded in 1981.
- Songwriters: Steve Perry, Jonathan Cain and Neal Schon
- *On the next page there are 2 task sheets. Write your answers into your books (or print the page if you can)*

Name: _____

Date: _____

Listening to Music for Detail

Title of the piece: _____

Performer(s): _____

Composer/writer: _____

Year composed/written: _____

Genre/Type of music: _____

How do you know it is this genre? _____

1. What instruments can you hear?

voice strings guitar drums bass tambourine

woodwind brass whistle piano/keyboard

Anything else? _____

2. What is the tempo? How fast or slow is the music? Describe any changes during the piece.

start	middle	end
-------	--------	-----

3. Dynamics: Are there quiet and loud parts? If so, where?

start	middle	end
-------	--------	-----

4. What word would you use to describe this piece?

5. Does the music sound happy or sad? These are called keys.

major (happy) minor (sad) happy and sad (major and minor)

6. Did you like the piece? Explain why or why not.

Name: _____

Date: _____

Reacting to Music

Title of the piece: _____

Performer(s): _____

What sort of music is it? (Circle one): classical/folk/
rock/jazz/pop/blues/country/rap/reggae/other:

How do you know? _____

Score out of 10:
Why?

1. When I listen, it makes me feel...

2. Colours I imagine when I listen...

3. Pictures and scenes I imagine when I listen...

4. This music makes me think...

5. Will you be humming it later? Why?

6. Who do you think would like this piece?

Songs:

1. How do the words (lyrics) make me feel?

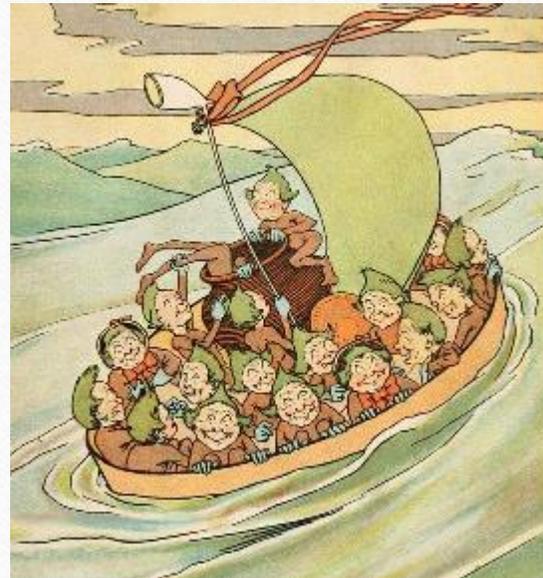
2. Write some of the words you can remember from the song:

https://www.youtube.com/watch?v=RB_5tGsvEBQ

The Jumblies ended up in a strange land – with a place called the Terrible Zone and the Chankly Bore Hills.

- Make a list of 10 words to describe **one of these places** and write a paragraph to describe the other.
- Draw one of these 2 places – it could have a silhouette of yourself and your family, like the one at the end of the video.

Watch this re-telling of the poem above – it involves drawing this time.



Design and label a new boat for the Jumblies .

- Think about the features it would need to be both **safe and comfortable**.
- What NEW features could you include to help them on their next journey? Wifi, self cleaning toilets?? Have fun!

Funny animals

Wednesday the 3rd of June

In addition to today's activities you could also:

- Practise your X tables (perhaps write out your X tables on pieces of paper / post-its to place around your room / home OR go onto TT Rockstars)
- Read. It could be anything – Fiction or non-fiction, but you should be doing this every day, both to yourself and reading aloud to someone (an adult or a child in your household)
- Get outside in the fresh air: How many different birds / minibeasts / plants can you find? Can you name any of them? If you can't see if you can find out what they're called. Get to know the world around you this week.

Before and After!



What do you think happened
30 seconds before this picture
was taken?!

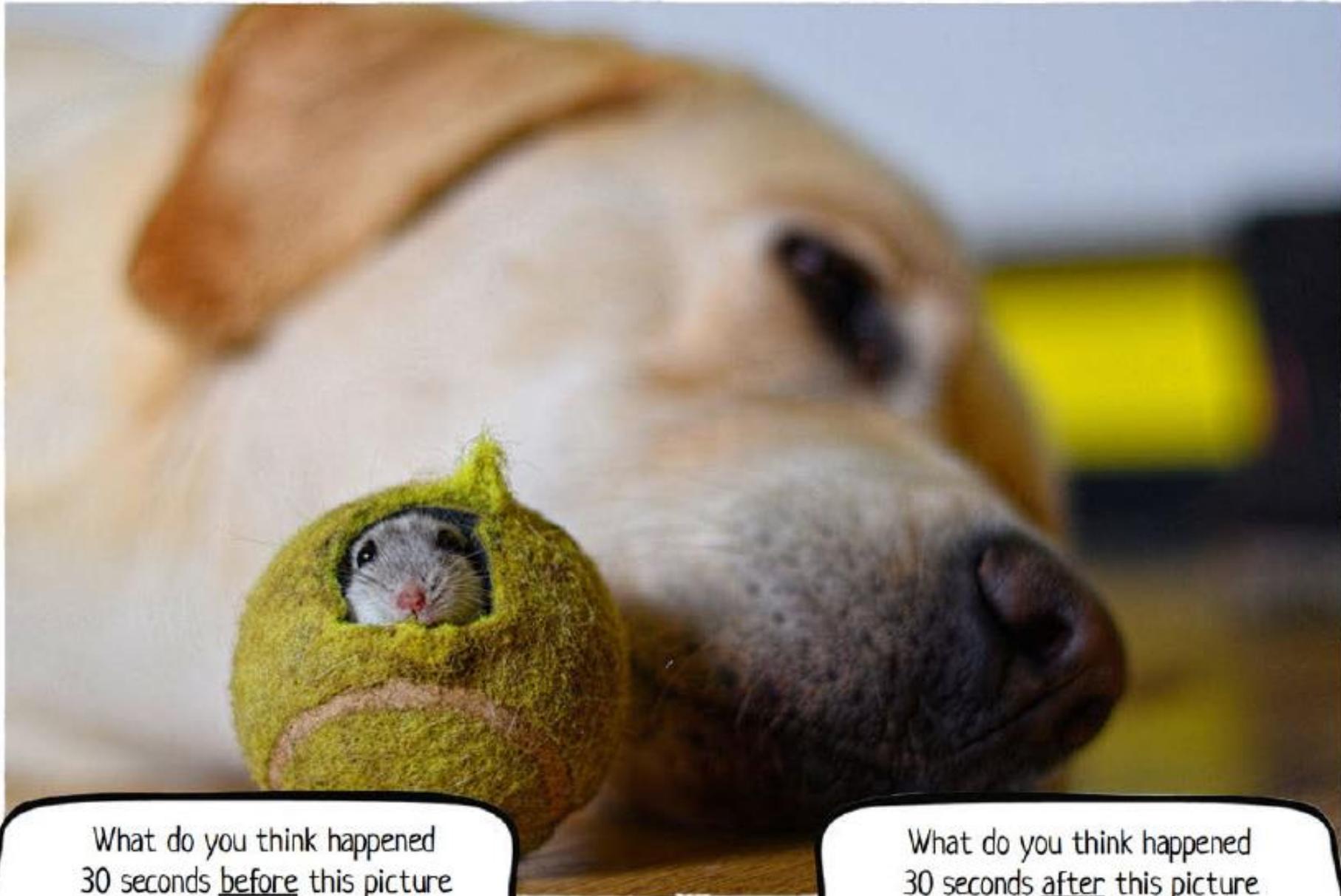
What do you think happened
30 seconds after this picture
was taken?!



Can you write
some sentences
or a paragraph
about what
happened
before and
after each
picture?



See the next few
slides for some
more before and
after pictures.



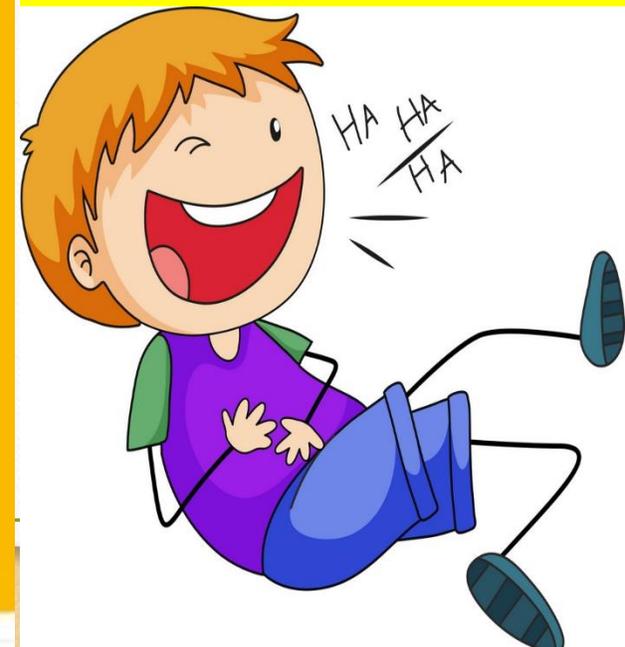
What do you think happened
30 seconds before this picture
was taken?!

What do you think happened
30 seconds after this picture
was taken?!





Can you draw your own before and after pictures? Write about what happened before and after each time. Try and make them as funny as you can.



What do you think happened 30 seconds before this picture was taken?!

What do you think happened 30 seconds after this picture was taken?!



Number Spiders!

Make the number on the body of each spider by thinking of different types of sums. See the example below. Draw the spider each time and write the sum and the answer on each leg.

$15+5$

$25-5$

4×5

2×10

$50-30$

$5+5+5+5$

$40 \div 2$

$100-80$

20

25

15

50

100

Beech and Ash randomly make 3 or 4 digit numbers (borrow a dice from a game or use playing cards) - and make bigger, hairier spiders!

<https://www.youtube.com/watch?v=eH1iVEqarh4>
Watch the video then answer the questions below...

- Imagine how Two Can felt when the others laughed at him - draw him with a thought bubble showing his feelings.
- What jobs couldn't he do when he got to the city? Why?
- What did he find he was good at? How do you think did he felt?
- What mistake did he make and what happened to him?
- Where did he go on his journey home?
- Why did Toucan laugh with the other animals at the end - what had changed?



Scientific facts about Toucans

On the following slide there are some facts about Toucans.

Your task is to create a fact sheet / poster about toucans. You can use the next slide, any reference books you may have or the internet to research additional information. How will you set out your page? – Think about using some of the following features:

- Title
- Subheadings
- Text boxes / flow charts
- Fact boxes / thought bubbles / speech bubbles
- Bullet points / numbered points
- Paragraphs

*Younger children,
you may need to
ask for a little help
reading this
information, today.*

- The family *Ramphastidae* includes toucans, toucanets and the smaller toucan called aracaris. There are about 40 different species.
- Toucans live in tropical and sub-tropical jungle regions, they are native to southern Mexico in Central America, the northern areas of South America, and the Caribbean region.
- Toucans are renowned for their large colourful bills. At 20cm they have the longest bill of any bird in the world in relation to their body size (63.5 cm).
- Despite its size, the toucan's bill is very light as it is made of keratin (like human hair) in a honeycomb-like structure. It is believed to be this large in order to keep the bird cool in the hot climates it lives in.
- This does mean the toucan's bill is not very strong, so it can't be used for digging or fighting like other bird beaks.
- Toucan's have long narrow tongues up to 15cm long.
- The relatively small wings of the toucan means they are not very good at flying and cannot stay airborne for long. This is fine by them though, they often don't move far, and usually hop between branches using curved toes and sharp claws.
- Toucans mainly eat fruit, but sometimes prey on insects and small lizards.
- Toucans live together in small-sized flocks, they make nests in tree hollows or holes that have often be created by their distant cousin the woodpecker.
- The Toco toucan is the most widely recognized species of toucan, it has a large black-tipped orangey-yellow bill and a black bodied plumage with a white throat.
- Toucans are one of the nosier jungle birds. They live for up to 20 years, and their predators include Jaguars and other big cats..



Drawing to scale



Here are some measurements for a Toco toucan, like 'Two Can'. See if you can use these measurements to draw a life-sized toucan (You may need to join several pieces of paper or maybe use the back of a piece of wallpaper. You could draw it on the ground in chalk instead) When it has been drawn, you may wish to paint or colour it (if you can) - take a picture and send it to us... we'd love to see what you make 😊

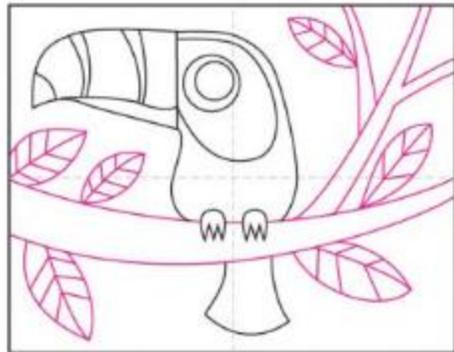
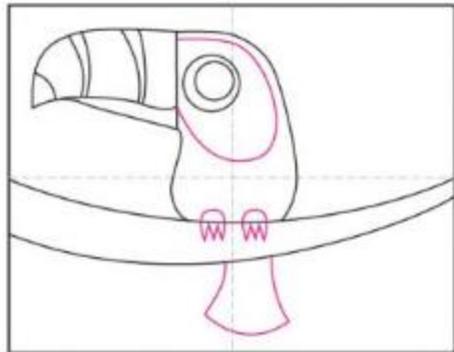
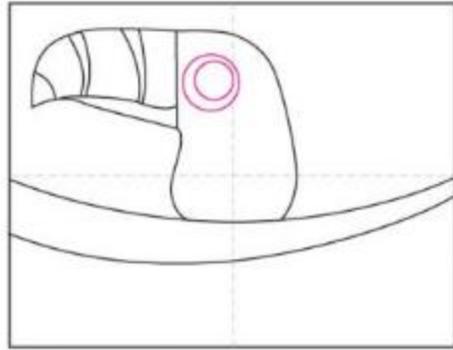
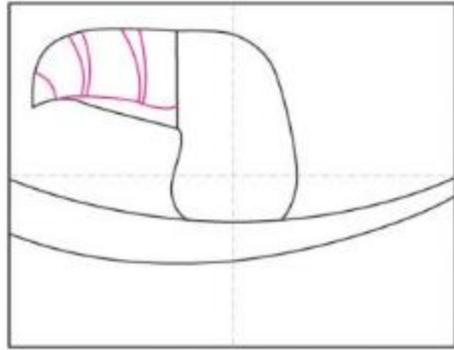
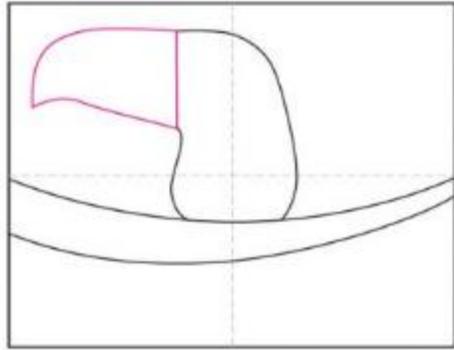
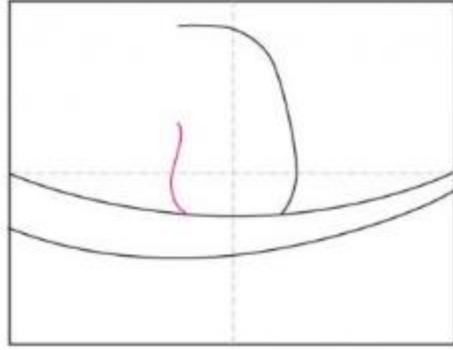
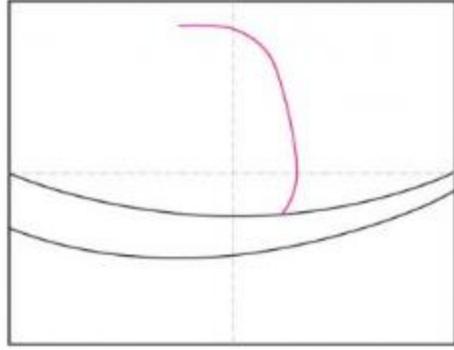
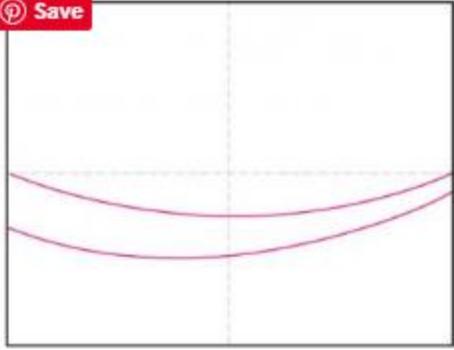
- Its huge bill, measures from 15.8 to 23 cm
- The total length from head to tail is 55–65 cm
- The wing length is 22 to 26 cm
- The tail measures is 14.1 to 17.9 cm

If you prefer, you could draw a cartoon version of Two Can - these links show how, or there are step by step instructions on the next slide.

<https://www.youtube.com/watch?v=Y-pFZd97Vs>

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

Save



© www.artprojectsforkids.org

All the fun of the fair

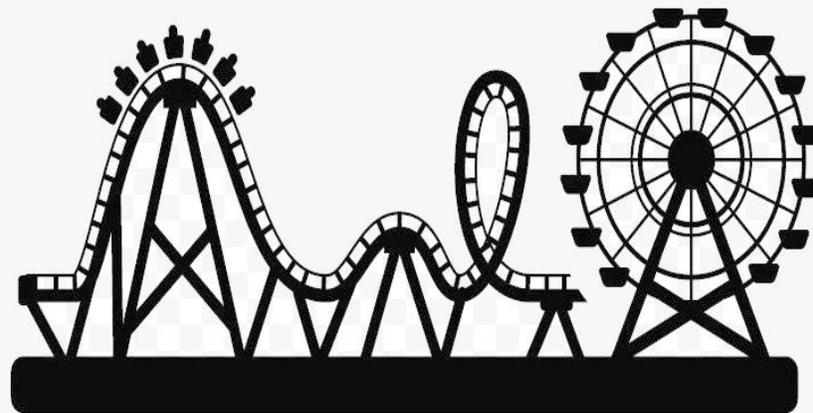
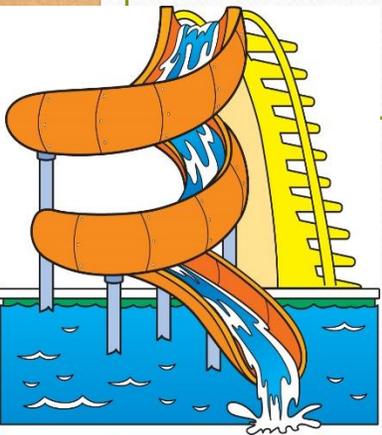
Thursday the 4th of June

In addition to today's activities you could also:

- Practise your X tables (perhaps create some flash-cards for the X tables you are working on, with the Q on one side and the Answer on the other OR go onto TT Rockstars)
- Read. It could be anything – Fiction or non-fiction, but you should be doing this every day, both to yourself and reading aloud to someone (an adult or a child in your household)
- Get outside in the fresh air: How many different birds / minibeasts / plants can you find? Can you name any of them? If you can't see if you can find out what they're called. Can you match bird and animal sounds to the creature? Get to know the world around you this week.

Theme Park Challenge

Imagine that you have been asked to design your own theme park. What kinds of rides and activities would you have in your park?



Here are some types of rides. Can you think of any more?



See the next few slides for the different tasks that you can do.



Theme Park Challenge



• Task 1

- Decide on 6 rides that you are going to have in your theme park.
- Draw and label a picture of each one.

• Task 2

- Draw a map of your theme park showing visitors where to find each ride.
- Remember to include a shop, café, picnic area and toilets!

FAMILY ATTRACTION OF THE YEAR
CAMEL CREEK
ADVENTURE PARK

FREE RETURN
 up to 10% OFF online

DATES NOT TO BE MISSED
 ALL INCLUDED IN YOUR PARK ADMISSION!

EASTER
 20th March - 15th April

PEPPA PIG
 Peppa - 3rd April
 Peppa & George - 7th & 28th August

TITAN THE ROBOT
 10th April

THE GRUFFALO
 19th April

PAW PATROL
 Chase & Skye - 3rd July & 2nd August
 Marshall & Rubble - 14th August

HALLOWEEN
 20th - 28th October

Characters will appear at regular intervals on selected dates

Cornwall Tourism Awards 2017/18

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Theme Park Challenge

ENJOY!

TASTY DRINKS
 price _____ \$7 price _____ \$4
 price _____ \$3 price _____ \$2

DONUTS PASTRIES ICE CREAM

NEW PIZZA 2 new toppings salami and pork
 price _____ \$7 price _____ \$7
 price _____ \$3 price _____ \$3
 price _____ \$7 price _____ \$7
 price _____ \$3 price _____ \$3

CHEESE BURGER
 big size _____ \$6
 standard _____ \$5
 small size _____ \$4

SAND WICH
 with egg _____ \$7
 standard _____ \$6
 vegetarian _____ \$3.50

DOUBLE BURGER
 pork _____ \$8
 beef _____ \$7
 chicken _____ \$5.50

EVERY FRIDAY DISCOUNT COUPON

FRENCH FRIES **CHICKEN ROLL** **NUGGETS**

cafe restaurant
MENU
 start your day with our meal

- Task 3
- Design a poster to advertise your theme park.
- Remember to give it a name and think how you can persuade people to visit!

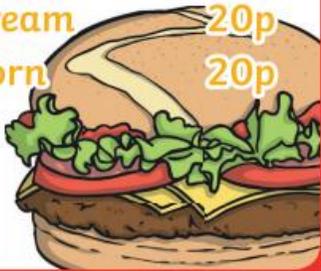
- Task 4
- Design a menu for your café.
- What type of food will you sell and what will it cost?

Look at the fun-fair foods listed.

Elm and Willow menu

Price List

Hot dogs	£1
Hamburgers	£1
French fries	£1
Soft drinks	50p
Lollipops	10p
Toffee apples	50p
Candy floss	£1
Ice cream	20p
Popcorn	20p



- What combinations of food could you eat if you had £2.00 / £3.50 or £5.00 to spend?
- What change would you get from each combination?
- How many different combinations for each amount can you find?
- **Remember – you cannot spend more money that you have!**

Drinks Menu

Tea.....	£1.40
Coffee.....	£1.60
Cappuccino.....	£1.90
Hot Chocolate....	£1.50
Fruit Juice.....	£1.20
Milkshake.....	£1.70
Smoothie.....	£1.30
Fizzy Pop.....	£1.00

Food Menu

Ham Sandwich.....	£2.40
Tuna Sandwich.....	£2.50
Cheese Sandwich....	£2.30
Bacon Sandwich....	£2.60
Salad.....	£1.00
Soup.....	£1.80
Toasted Sandwich...	£2.80
Crisps.....	£0.60

Dessert Menu

Cupcake.....	£1.00
Ice-Cream Tub.....	£1.80
Ice-Cream Cone.....	£1.50
Ice-Cream Sundae...	£2.00
Biscuit.....	£0.80
Chocolate Cake.....	£1.50
Fruit Salad.....	£0.60
Currant Bun.....	£0.70

**Beech
and Ash
menus**

Theme Park Challenge



• Task 5

- Pretend you are a child who has spent the day at the theme park.
- Write a letter or a postcard to a friend telling them all about your amazing day!

- Remember to tell them all about the rides that you went on and the yummy meal that you had in the café!

The Lego Movie!

Friday the 5th of June

In addition to today's activities you could also:

- Practise your X tables (perhaps create some flash-cards for the X tables you are working on, with the Q on one side and the Answer on the other OR go onto TT Rockstars)
- Read. It could be anything – Fiction or non-fiction, but you should be doing this every day, both to yourself and reading aloud to someone (an adult or a child in your household)
- Get outside in the fresh air: How many different birds / minibeasts / plants can you find? Can you name any of them? If you can't see if you can find out what they're called. Can you match bird and animal sounds to the creature? Get to know the world around you this week.

https://www.youtube.com/watch?v=fZ_JOBC_LF-I

- Emmet is just an ordinary guy, but he's also 'The Special' – today we'll be looking at what makes someone just like Emmet.





**Design a new Lego Movie character – a
new ‘special’ / good character**



Here are some examples





Kelli



ANDY



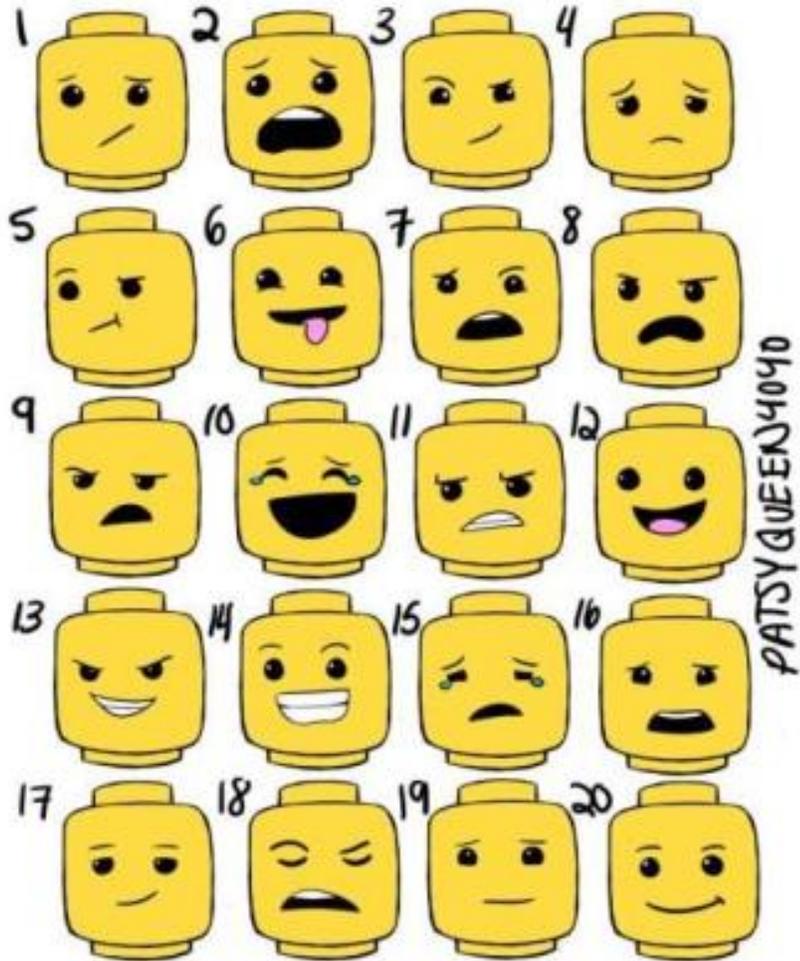
CHARITY



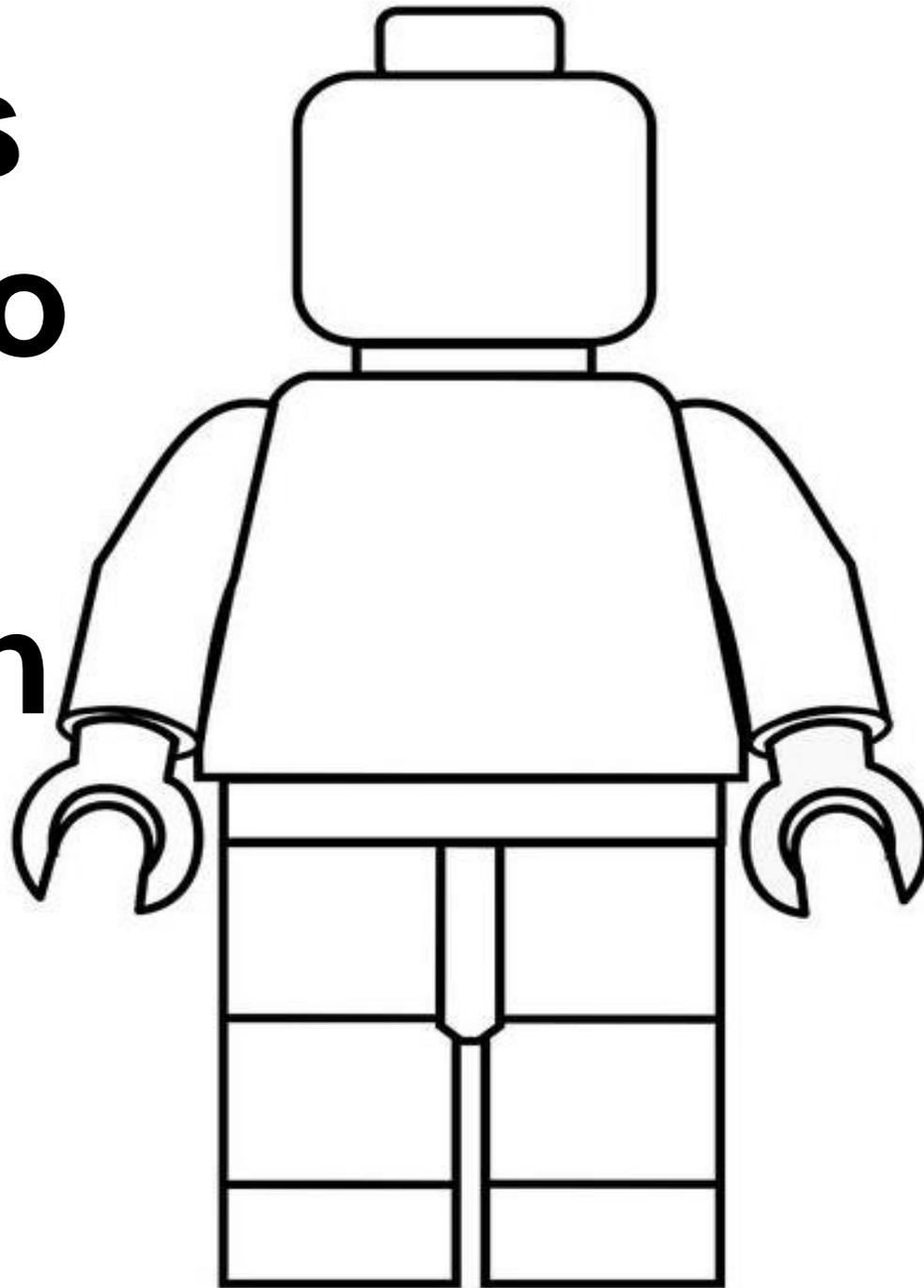
ZACK



Can you add a facial expression?



**Use this
outline to
help if
you wish**



**Task: Now create your
new character, but
make sure they look
like a 'good' person**

**Draw the new Lego
person with space
around them, so you
can write what they are
like for the next task..**

**Add colour to bring
them to life**

Somebody get me
some markers...

some construction
paper...

and
some glitter glue!



THINK! What makes a character in a movie (or real life) a 'good guy' like Emmet?

What makes someone 'nice'?

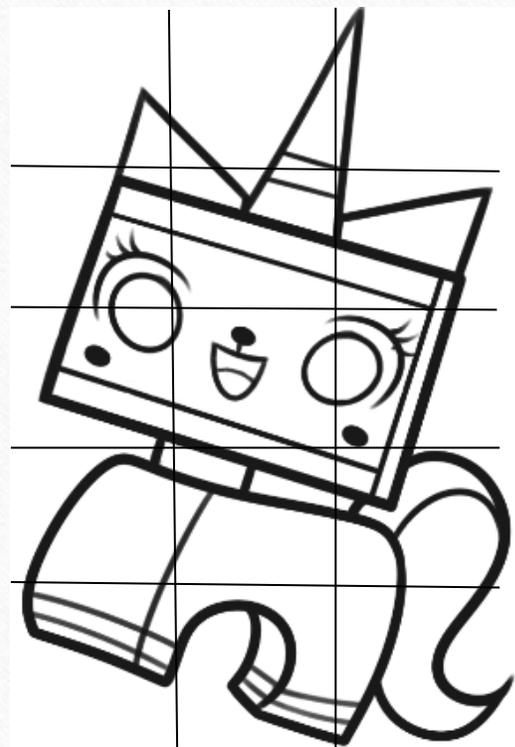
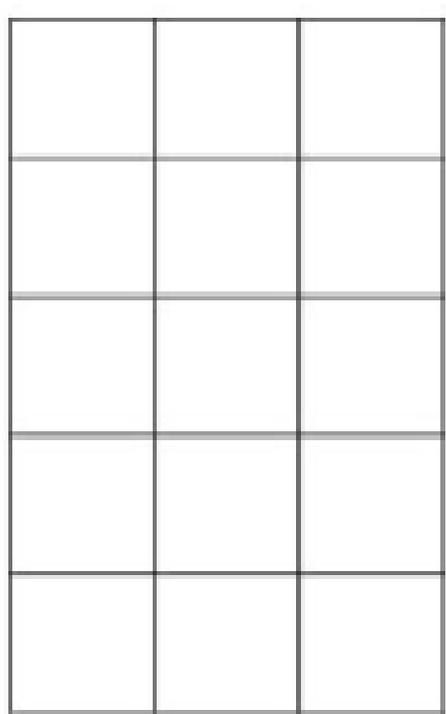
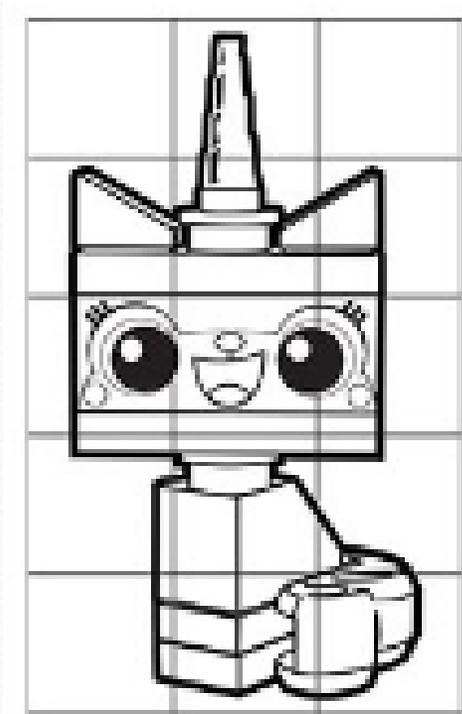
What makes us like a person / character?

What makes someone 'nasty'?

What makes us dislike a person / character?

Task 1: For your new 'Special' character list all of the qualities / characteristics (things about them) that we like Eg. He smiles a lot / he helps others without being asked, etc. Include every good behaviour you can think of.

Task 2: Now use these to write a description of your character. Make them sound very 'special' indeed. Write 5-10 sentences (Elm / Willow) or a paragraph (Beech / Ash)



Why don't you have a go at drawing Unikitty. Draw a grid into your book, then draw what is in each square - focusing **ONLY** on one square at a time. This grid method helps to get sizes and shapes more accurately drawn in relation to each other.

Be more like Emmet

List 10 random acts of kindness you can try and fit into the next couple of weeks. Think of things you could easily do for others which just require only a little extra 'thought' or 'time'.



I could help dry the dishes, rather than run into the garden after tea time...



If you are lucky enough to watch a film or DVD (it could even be The Lego Movie) over the weekend, perhaps you could use this as time to think about how characters are created and developed within a story. These questions are a really good starting point. →



Social Emotional Learning

(WHILE YOU WATCH TV SHOWS AND MOVIES)

While it's important not to spend all day in front of the TV or a tablet, a little screentime isn't bad AND you can do some social emotional learning while you watch together! Here are some questions you can talk about:

- What were some of the choices that the characters made?
- How do the characters feel? How can you tell what their feelings are?
- Which characters were friends? How did they show friendship to each other?
- Did any of the characters get really upset? What did they do to take care of or cope with their feelings?
- Did the characters change at all during it? How? Why do you think the change happened?
- What would you do differently if you were one of the characters?

An illustration of a red heart, a glowing lightbulb, and a remote control.