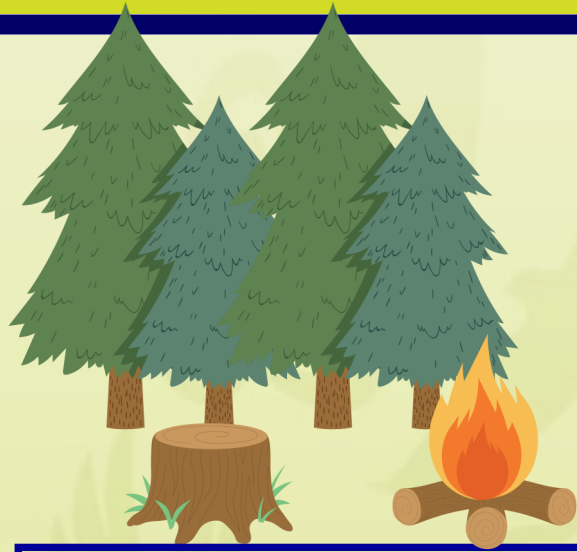


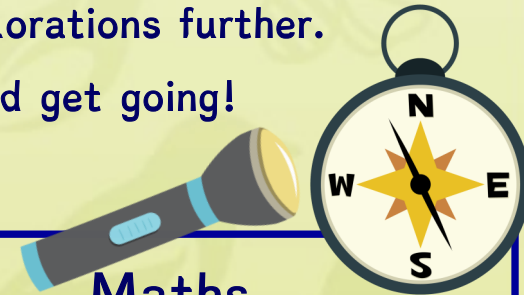
# Eagles and Falcons' Unexpected Adventure Trail Weeks 13–15



Our 'Unexpected Adventure Trail' is coming towards the end of its journey through the Mayan Civilisation and is starting to look at your journey on to Secondary school. We have come up with some activities to support your transition but, of course, you can extend your explorations further.

So put on your backpack of essential skills and get going!

Monday 6th July – Friday 24th July 2020



## Reading

For this final adventure trail, we want you to read the 7 chapters of 'Seven Hours to Save the World' (on Purple Mash). After each chapter there is a 2Do multiple choice quiz about the chapter that you have just read. Then open up the questions below and answer these open-ended questions in your book.

### 'Seven Hours' Open Ended Questions

Also, there are a non-fiction comprehension and a poetry comprehension exercise to complete:

### **Reading Comp 11 / 12**

#### **Want more? Try our Reading Challenge:**

Search Mexican children's poetry on-line. Choose one that you like, copy it into your book and illustrate it. Next, write a short paragraph explaining it in your own words. Finally, learn it off by heart and perform it to your family!

## Writing

For our last trail, you have 5 sequential task sessions, based around *The Paradise Garden* by Colin Thompson. All the resources that you need are in the day pack; print off the sheets required or write in your books.

**Day 1** – Listen to an amazing story. Use thesauruses. Make predictions. Write about the extraordinary illustrations.

**Day 2** – Listen to the story again. Make character notes. Imagine a special place that you know or would like to know and write about this magical place.

**Day 3** – Read non-fiction: an article about alchemy. Listen to another story, *The Last Alchemist*, by the same author. Compare stories.

**Day 4** – Listen to the story again. Imagine and write a new scene. Read and learn a poem.

**Day 5** – Read an autobiography. Make comparisons. Make up a new story.

## Maths

On-line tasks have been assigned on Mathletics and Purple Mash to do with algebra, probability/ratio and shape, space & measure. We would also like you to complete these reasoning booklets on [Twinkl](#)

We have put some prompts on a [sheet](#), but as we have covered most of these topics previously make sure you refer to the previous help sheets too as they included links to websites and videos that you can use. <https://whiterosemaths.com/homelearning/year-6/> will help you with the algebra, ratio & volume: Look at Summer Term—Weeks 7, 8, 9 & 10

**As each mathletics activity is a different type of problem, make sure you use the support videos to help understand the tasks—click on 'i' in the corner.**

### Want a challenge? Deepening 12 / 13 / 14 / 15

Keep practising your times tables as well, you have some x-tables challenges: **TESTS 7 / 8 / 9**



## Creative Adventure

### DT– Food

During this last trail, we are going to explore Maya food and discover that much of what they ate is still eaten around the world today. Read through the '[Maya Food](#)' document, following the links to useful websites and taking notes as you go.

Then choose one food item to focus on (it could be cacao, maize, avocado, etc.) and fill in the 'What did the Maya eat?' sheet. Your next task is to use your notes to plan a Maya feast—what would you cook and make? Write out your plan in your books. Finally, try to make some items from the feast. There are some recipes at the end of the 'Maya Food' document and many more amongst the web links. Have fun!

## RE– Justice and Freedom

For this adventure trail you are first going to examine the concept of freedom. By reading the [attached](#) information you will understand that different religions have different ideas about freedom. There is an [activity sheet](#) at the end to complete. Secondly read the information '[Writing a balanced argument](#)' and think about where justice and freedom might conflict.

Now write a balanced argument—'Which is more important—Freedom or Justice?' You will need to write a paragraph for each and then your opinion in a third paragraph. There are [planning and drafting sheets](#) available to help you, including a checklist of features for you to include.

## Learning Adventure

### History

Can you remember what crops the Maya grew? Are there any that you eat? Do you perhaps have any in your house? Remind yourself by looking at the 'Maya Plants' section at start of the '[Maya Farming](#)' document. Then move on the Maya Farming Challenge: you need to decide how you are going to farm in each of the three key environments that the Maya lived.

Present your work neatly in your books, or use the writing frame provided.

Finally, have a look at the 'How did the Maya Farm' section to see if you were correct.

## Creative Adventure

Your challenge is to create a model of the three Maya regions and demonstrate their farming practices. There are some very clear instructions in the '[Three Maya Regions](#)' sheet which you can follow if you wish, or you can be creative and make your model in any way that you like!



You might want to label the features, or even write a short description of each region's environment and what was farmed there.

## PSCHE

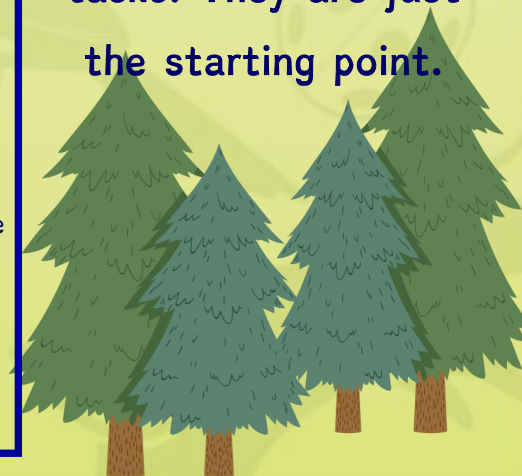
### Human Rights

Read through the attached information on the [Human Rights](#) and think about why these were written.

Complete the task at the end of the information, comparing and contrasting the human rights of adults to those of children.

*Use the links on the final page to help you.*

Don't forget, you can expand or add to these tasks. They are just the starting point.







# Transition Activities



## Geography skills

Explore the location of your Secondary school: use Google Maps or an OS Map. How big is the site? What features, physical or human, are nearby?

Think about the route that you are going to take to get there. Are you going to walk, cycle, catch the bus? If it is the latter, where are the bus stops?

Have a look at: <https://www.stagecoachbus.com/plan-a-journey>  
<https://www.ashford.gov.uk/media/5095/ashford-cycle-mapweb-ek-ashford.pdf>  
<https://www.sustrans.org.uk/>

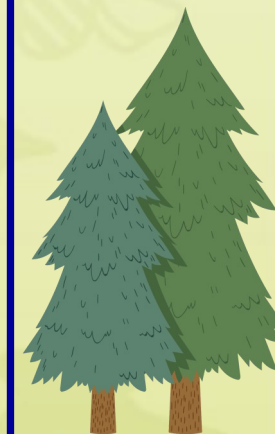
Perhaps you could try out your route?

Plan it carefully so that you take the safest one.

## Skills

Being prepared is a great way to reduce anxiety about something. Here is a booklet with some activities for you to complete. On the first page you'll find a list of general skills which you have been developing while you have been at Godinton. The first task is to think about how you might use these skills and develop them further at secondary school.

[Transition activities booklet](#)



## PE skills

What PE and Sports does your school offer?

What facilities do they have?

Carry out some research and think about what you are looking forward to learning or experiencing.

Keep yourself fit during the summer holidays by finding something you really enjoy doing (yoga, jogging, riding, iMoves website activities etc.)



## Science skills

Investigate science taught at your new school – what resources does your school have?

Investigate the difference between areas of science that you will cover in secondary school (Biology, Chemistry, Physics).

Try some practical science experiments like using red cabbage water to test whether liquids are alkaline or acid, make a pinhole camera, grow sugar or salt crystals. ([More Ideas](#))

You could then carefully write about what happened, why it happened and add some pictures.