

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!”



Product Code: LI10018 - 08 - 19 Made in UK



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?

Product Code: LI10018 - 08 - 19 Made in UK



1.....

2.....

3.....

4.....

5.....

6.....



Draw your ideal chocolate and label with ingredients

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...

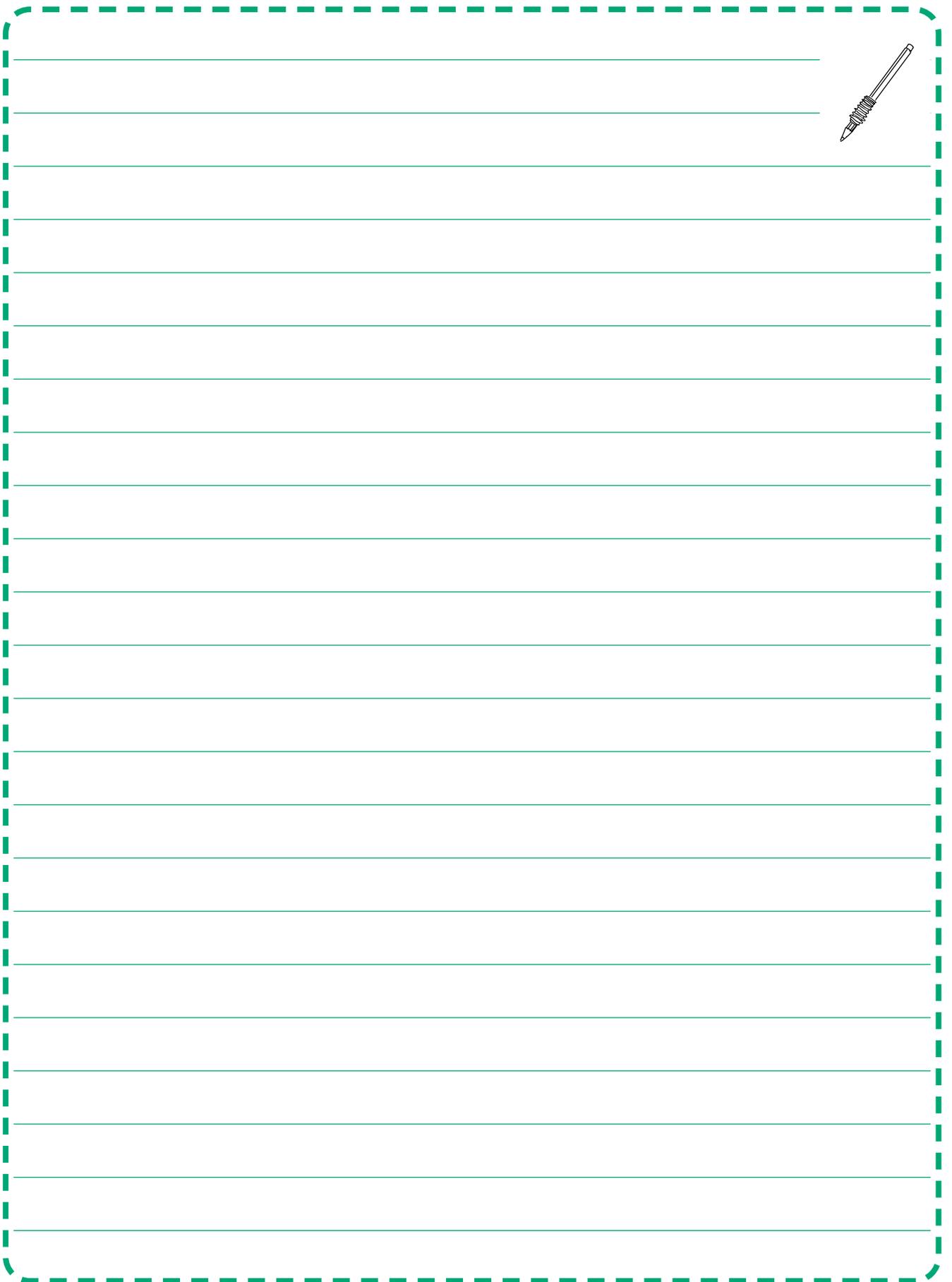
Once upon a time in the land of 'Never Forget' lived...

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.



A large writing area with horizontal lines and a dashed border. A small drawing of a pen is in the top right corner.

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

Hundred Square

Let's get familiar with the 100 square!

Try practising some of these activities every day.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

100 square games and activities

- Pick a number to start from and count in 1's, 2's, 5's and 10's.
- Make it fun and count in funny voices – can you count like a robot or with a very high voice?
- Cover up several numbers on the 100 square. Can you work out which numbers are missing?
- Find all the numbers whose digits add up to 15. Then pick another total.
- Pick two numbers. Find the difference. Find the total.



Can you fill in the missing numbers?

2	3		
	13	14	
22		24	

34		36	37
44	45		47
		56	57

	69	70
78		
	89	90

41		43
51		53
	62	

6		
16	17	18
		28

	22	23	
31			34
41		43	44

74	75		77	78
84		86		88
	95			98

Learning Tips



- March like a soldier and chant the multiplication tables e.g. $1 \times 3 = 3$, $2 \times 3 = 6 \dots$
- Play multiplication ping pong with one person batting the question and the other batting back the answer.

Quick Questions

- | | |
|-----------------------------------|------------------------------------|
| 1. $2 \times 3 = \dots\dots\dots$ | 6. $3 \times 3 = \dots\dots\dots$ |
| 2. $5 \times 6 = \dots\dots\dots$ | 7. $8 \times 8 = \dots\dots\dots$ |
| 3. $7 \times 4 = \dots\dots\dots$ | 8. $1 \times 6 = \dots\dots\dots$ |
| 4. $6 \times 8 = \dots\dots\dots$ | 9. $12 \times 4 = \dots\dots\dots$ |
| 5. $2 \times 4 = \dots\dots\dots$ | 10. $4 \times 3 = \dots\dots\dots$ |

Now try making your own 'quick 10' and test yourself or someone else!



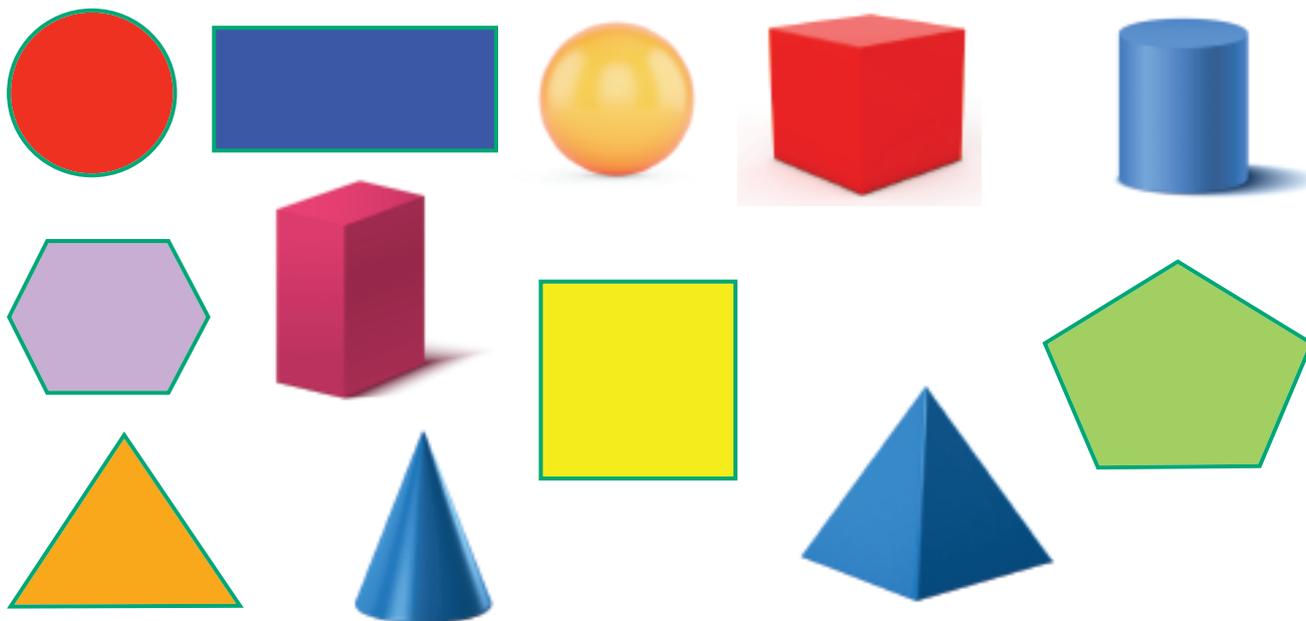
Try practising your times tables every day!

Shape Hunt!



Take a look at the 2D and 3D shapes below and discuss:

- What are the names of these shapes?
- Can you name the properties of each shape? (faces, vertices, edges)



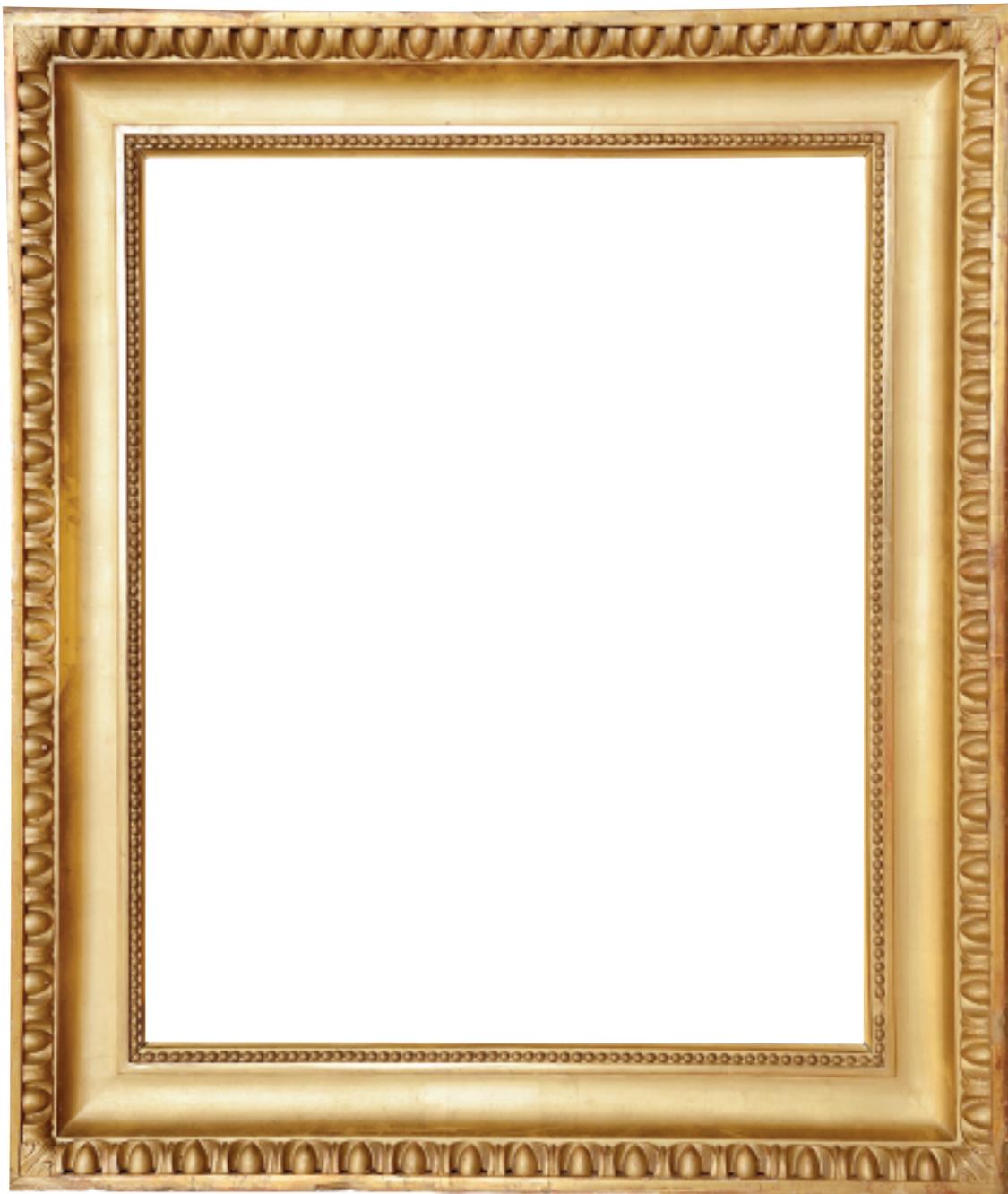
What can you find?



- Go on a shape hunt around your home.
- Draw or stick pictures of the shapes that you find.



Draw your own picture using 2D and 3D shapes



What shapes have you used in your picture?

Your Favourite Sport

Do you play a sport for school? Or as part of a club outside of a school? Do you watch a sport on TV or live sporting events? What is your favourite sport?



Tell me about your favourite sport, if you don't have one research one that you don't know about! What is interesting about your favourite sport? Why do you like it?



Explain the main rules of your favourite sport:



Draw a picture to show me your favourite sport:



Who do you admire that plays this sport?

Can you tell me something about them? Why do you admire them?



Artefacts

We can learn a lot about the past by looking at artefacts. Historians look closely at artefacts and ask and answer questions to try and discover what it tells us about the past.

Become a Historian and look at these artefacts. Answer the questions and see what you discover about the past.



What do you think it is and why?

.....

.....

.....

.....

Who might have used it? Why do you think this?

.....

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What do you think this is and why?

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What do you think these artefacts are and why?

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Who might have used them? Why do you think this?

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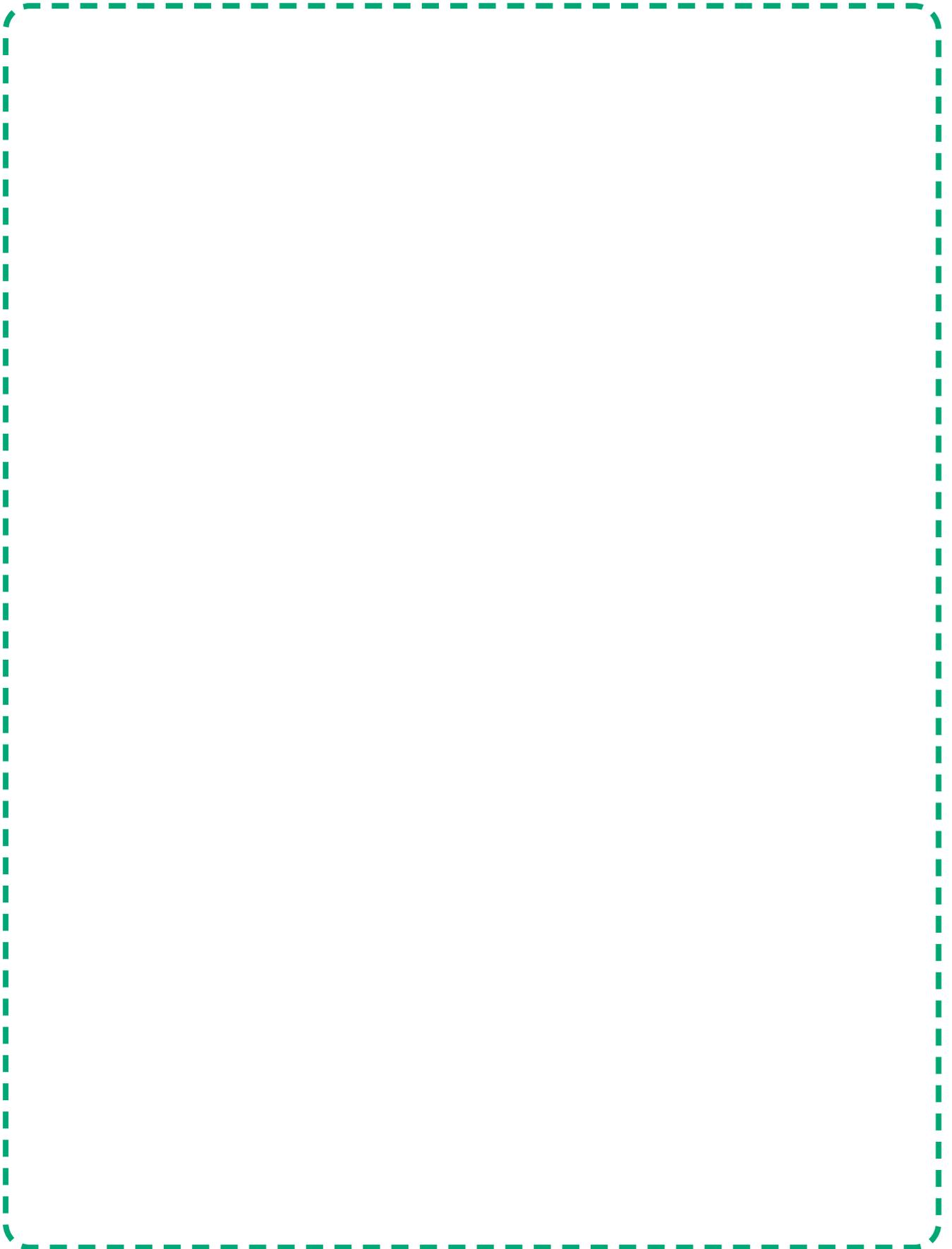
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Aboriginal Art

Research Aboriginal art to discover how images can be created using dots and textures. Which other artists used this technique? Can you create your own Aboriginal art in the box opposite?



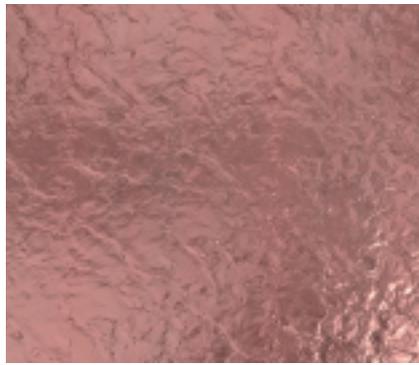


Materials

The items in our house are made from different materials! Can you go on a material hunt around your house? Tally up in the boxes below the amount of items made of each material:



No. of wooden items:



No. of metal items:



No. of cardboard items:



No. of fabric items:



No. of glass items:



No. of plastic items:

Title of your graph:

Wooden

Metal

Cardboard

Fabric

Glass

Plastic



Which material is there most of in your home?

Plot your findings on the graph – remember to label your Y axis and add a title.

How could you plot your results if your tally exceeds ten per material?

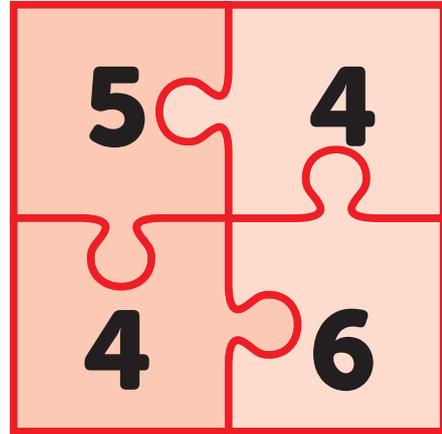
Step
3

INN: Number Bonds to 10

I can find the missing piece to
100

Remember to:

- make the units digits total 10
- make the tens digits total 9



= 100

① $12\text{m} + \square = 100\text{m}$

② $\square + 81\text{cm} = 100\text{cm}$

③ $94\text{km} + \square = 100\text{km}$

④ $76\text{g} + \square = 100\text{g}$

⑤ $47\text{mg} + \square = 100\text{mg}$

⑥ $55\text{L} + \square = 100\text{L}$

⑦ $\square + 43\text{ml} = 100\text{ml}$

⑧ $\square + 34\text{s} = 100\text{s}$

⑨ $28\text{mm} + \square = 100\text{mm}$

⑩ $\square + 14\text{kg} = 100\text{kg}$

Number Activity

Solve these word problems. You may need a clock to help you.

- 1) If I went to bed at 7 o'clock and got up at 6 o'clock how many hours have I slept for?
- 2) Monica read her book for 2 hours and finished at 5 o'clock what time did she start reading?
- 3) Sarah put her dinner in at 5:15pm for 45 minutes - what time does the dinner need to be taken out?
- 4) Ben went for a 3 hour walk and finished at half past two. What time did he start?
- 5) School starts at 8:45am and finishes at 3:00pm- how long does school last for?
- 6) Isla's school has break time at 10:45am and it lasts for half an hour - what time does it finish?

Writing Activity

The words below have been jumbled up. Can you unscramble them to find 12 months of the year and 7 days of the week? Make sure you spell them correctly.

lpari	boemnevr	sutgau	uryanja	dyonma
difyar	njue	beremdce	yma	asuyetd
rcboote	duysan	crmha	dadewnesy	haydurst
lujy	reybruaf	dytursaa	emteseprb	

Times Table Activity

X					
	11	8	9	7	6
	22	16	18	14	12
	33	24	27	21	18
	55	40	45	35	30
	110	80	90	70	60

Can you work out the missing numbers in this grid?

Use written column method to complete these calculations.

Mr Atkinson travels 135 miles to visit his sister and then another 63 miles to arrive at a hotel for his holiday. How far has he travelled altogether?

Phoebe has a cake recipe which asks for 225g of flour, 125g of butter and 70g of sugar. What is the total weight of these ingredients?

124 people watch Main Street School's Christmas performance on Thursday evening and another 235 people attend the Friday performance. How many tickets were sold altogether?

What do you add to each of these numbers to make 100.

35

20

55

40

90

70

10

50

45

15

80

60

25

95

75

85

5

30

65

0

Match each punctuation mark with its name.

Full stop	!
Exclamation mark	,
Inverted commas	?
Question mark	" "
Apostrophe	?
Comma	'

SCIENCE

Plants lesson 1: Today I will get better at knowing the functions of different parts of flowering plants.

Watch the following videos at:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-anatomy-of-the-flower/zjmhkmn>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-parts-of-a-plant/zvdkpg8>

On the next page, create a poster explaining the different parts and functions of a flowering plant.



SCIENCE

Plants lesson 2: Today I will get better at knowing the requirements of plants, the life and growth and how they vary from plant to plant.

Watch the following videos at:

<https://www.bbc.co.uk/bitesize/topics/zy66fg8/articles/z98jpbk>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-what-do-plants-need-to-survive/zkw2qwx>

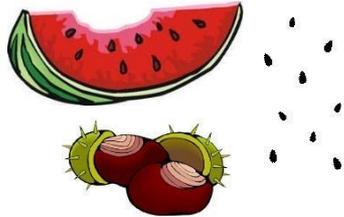
Cut out the parts of the pollination cycle on the next page and stick them in the correct order.

Understand the Life Cycle of Flowering plants

Cut out the parts of the pollination cycle and stick them in your book in the correct order



An insect picks up pollen



The plant produces seeds, sometimes in fruit or nuts



The insect flies away



The plant grows flowers



The seeds grow into new plants



The seeds are dispersed (moved) by animals



The insect leaves pollen on a different flower

Name: _____

Date: _____

Understand the life cycle of plants

SCIENCE

Plants lesson 3: Today I will get better at knowing the way in which water is transported in plants.

Watch the following video at:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-how-does-water-get-from-the-roots-to-the-leaves/zdtfjhw>

Look at a complete head of celery, concentrate on the stem of the plant. With the help of an adult, carefully cut a stem across and observe the cut end. Now put the celery stems upright in a shallow container of water coloured with red ink or food colouring. On the next page, make drawings to show what you observe and explain what you think has happened.

How a plants roots and stem work

Name: _____

Date: _____



The plant sucks water up from the soil. The water is needed to keep the plant strong and stops it from going floppy. The water is also needed by the leaves and flowers.

Draw your celery stick and describe what happened when we put it into coloured water. Label your drawing.

SCIENCE

Plants lesson 4:

Complete the following quiz at:

<https://www.educationquizzes.com/ks2/science/the-parts-of-a-plant/>