

Afternoon Work W.B. 11.05.2020

On the following slides are 5 different afternoon activities! We have left it up to you to decide which activity you complete on which day:

Slides 2 & 3 = Mayan project task 1

Slides 4 & 5 = Mayan project task 2

Slide 6 = Art

Slide 7 = Science task 1

Slide 8 = Science task 2

There is no set PE this week – we hope you are staying active by doing your daily allowance of exercise outside the house and by playing in your garden or finding YouTube exercise videos whilst staying at home.

Slide 2:

Fact page:

Mayan Society

Mayan society was structured a bit like a pyramid. The higher up the pyramid you were, the more important you were:

- 1) **King:** The king was at the very top of the pyramid and was the most important person in the city state. Mayans believed that kings were chosen by the gods. This meant that a king's orders and wishes had to be obeyed.
- 2) **Nobles and Priests:** These were very important people who were educated. They were the scribes and astrologers of society. They lived in grand houses.
- 3) **Palace Officials:** These were also very important people. They were in charge of the day-to-day running of the city.
- 4) **Craftsmen:** Craftsmen included anyone who had a skilled job, such as a stonemason, tailor or woodcarver.
- 5) **Farmers:** Most ordinary people in Mayan society were farmers. They usually lived in small settlements and lived simple lives.
- 6) **Labourers:** Labourers did the hard manual labour that was needed to build temples and other buildings. Labourers were paid a very low wage.
- 7) **Slaves:** Slaves were at the very bottom of the social pyramid. They also had to do hard labour, and anything else they were told to do, but they didn't get paid for their work. They were given food and shelter by their masters.

Slide 3:

Task:

Either in your Maya Project book or in the back of your English book, draw your own pyramid, divide it up and label it using the information you read on slide 1.

Slide 4:

Fact page:

What did the Maya eat?

The most important food that the Maya ate was maize, which is a vegetable like corn. They made all types of food from maize including tortillas, porridge, and even drinks. Other staple crops included beans, squash, and chilies. For meat the Maya ate fish, deer, ducks, and turkey.

The Maya introduced the world to a number of new foods. Probably the most interesting was chocolate from the cacao tree. The Maya considered chocolate to be a gift from the gods and used cacao seeds as money. Other new foods included tomatoes, sweet potatoes, black beans, and papaya.

Slide 5:

Task:

Using the information from the slide before create a page about Mayan food for your Mayan project. Remember if you don't have paper this could be at the back for your English book.

Slide 6:

Art:

During one of your family walks this week find a leaf, a tree or maybe a feather. Take a photo of it.

Your task is to sketch this object using a pencil and then colour it in – can you make it as lifelike as possible? Try using your shading skills to help.

Slide 7:

Science:

Task 1:

Definition of *essential*: absolutely necessary; extremely important.

Click on the Essential and Non-Essential Uses of Electricity worksheet below. Instructions are on the sheet. You do not have to print the worksheet, instead you could copy the table in to the back of your maths book or on a separate piece of paper.

Slide 8:

Science:

Task 2:

Exciting Electricity (by Mr Sturme)

Electricity doesn't always have to revolve around using a circuit. So here is an experiment for you to have a go at home.

Be aware, I tried this it didn't work the first couple of times so patience might be needed.

I'm going to give you a set of instructions to follow. I would like you to record what happens and see if you can come up with a reason. You could video what happens or just write down a sentence or two!

Good luck!

Equipment

You will need a tap, a comb and patience!

1. Turn the tap on slowly, stop when you just get a complete stream of water to flow, i.e. small flow.
2. Run the comb through your hair at least 10 times. Dry hair makes the experiment work.
3. Move the comb toward the stream of water. What happens to the stream?
4. Run the comb through your hair again and repeat the experiment. Does the stream change again?