







Follow the Leader!

<https://www.youtube.com/watch?v=D1UuvxoF7bk>

For this challenge you need to create a newspaper article about a famous world leader. You will need to think who the leader is, where they were/are a leader and what changes they made and the impact of these changes. You will want to research the leader of your choice to find out more about them and what they achieved. They could be a leader from history or a leader from the present. You decide! You will then need to create your article telling everyone what they did.

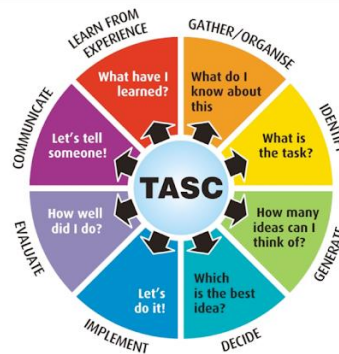
	<ul style="list-style-type: none"> • Create a page in your book which showcases what the task is. You could use the description above to help you write out what the task is. • Decorate the page with pictures related to the task.
	<ul style="list-style-type: none"> • Create a mindmap of things which you could find out about and include in your article. Write down as many ideas as possible. You might need to do some research on different leaders that have made changes, facts about your chosen leader and what to include in newspaper articles.
	<ul style="list-style-type: none"> • Make a list of the BEST ideas you have had. Make sure at least one idea requires you to write something. Make sure your ideas match what the task is (e.g. it needs to inform people about a leader who made changes that had an impact on others). • Make a list of any skills or knowledge you might need to be able to write your article. For example, when you are going to write your own newspaper article, what do you need to learn about in order to be able to create one? (how a newspaper is set out, what to include etc).
	<ul style="list-style-type: none"> • Create your article about the leader. Make sure you include pictures and captions to go with. • You will need to develop the skills and knowledge that you said you would need in the last section. This might require some research or you may need to find some tutorials. Record all of your learning in your book. • Once you have written your article, take photographs of it and send it to your class teacher so that it can be shared on the website.
	<ul style="list-style-type: none"> • Did you manage to complete the task? • What went well? • What could have gone better?
	<ul style="list-style-type: none"> • Create a new mindmap of anything you have learned this week whilst doing the challenge



- Email all of your work from this challenge to your teacher! Is there anyone else you could share your achievements with? Well done!

Notes for parents/carers:

- At school we use the TASC wheel to help the children think through a task or a problem. The whole TASC wheel is seen below.



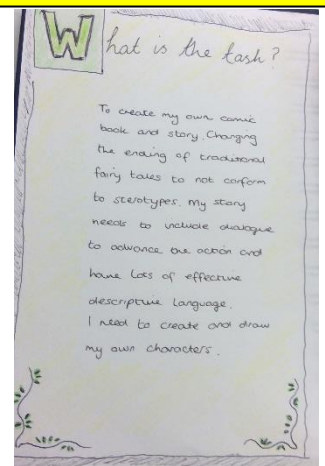
- To support your child in going through the process, we have broken down each segment and we have given suggestions about what to do at each stage. You will notice that this is similar to the process that the teachers have been taking you through during the other challenges.
- Depending on the task or problem, not all segments need to be filled in. Some weeks you might find that some of the segments from the TASC wheel are not in the outline, that is because it is not appropriate/necessary to fill it in.
- The sections will take the children different amounts of time to complete. On some days you will be able to do more than one section. The biggest of the sections is the 'let's do it' stage which is likely to take between 2 and 3 days to complete. The second biggest stage is 'how many ideas can I think of?' time should be spent researching and gathering ideas.
- The children can use different methods of recording in each section. This could include mindmaps, lists, flowcharts, written paragraphs etc. The 'let's do it' section is where the outcome is created. Below are some examples of work from each stage of the TASC wheel. Please note that the children can be creative and do not have to set it out exactly like the examples, they are just there for ideas. You can look back at previous challenge work that teachers have set for more examples of what each stage might look like.

1. What do I already know?
(example from view from the window art challenge)



3. How many ideas can I think of?
(example from a cake experience and time capsule experience)

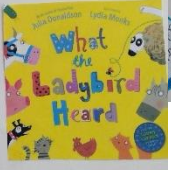
2. What is the task?
(example from a story writing experience)




4. What's the best idea?
(example from the puppet show challenge)

FINAL IDEA:
What the ladybird heard

I have chosen this book because I like the characters and I think I will be able to make them into puppets easily. The storyline is easy to follow and all the animals have short parts which will work well in the script.



5. Let's do it!
(example of plant challenge learning and the poem from the view from your window challenge). This will be whatever the outcome was and the research you needed to do to get there.



All about
Observing some rabbits my rabbits watching them on my street
The warm glowing sun begins to set on another quiet evening
The breeze gently rustling through the branches, whispering the leaves
The road, as quiet as a monastery, has no birds above I have never heard before

As looking down outside my window, watching them on my street
Holds the scene of landscape through the small openings
I wish for stories I want more and let my fancy roam, what are they in cities
I wish the children and my friends might bring me this beautiful morning drawing

As looking down outside my window, watching them on my street
The sun shines down on me to be, and the heat of the trees around me
Has their way across the dark black pool
There come the birds above and glow above of the sun when evening rays

As looking down outside my window, watching them on my street
The sun has increased but inactivity
I forget because why the roads are so quiet, and there are no children to be heard
The street that grows and dies, with every morning they in bed down.

By Mrs. Prasadharani

What do plants need to grow?

LIGHT
Plants need sunlight as they use this to make their food. Without it they will grow tall, thin and weak, or they may even die.

AIR
Plants need air to make their food. They take in CO₂ from the air and need air to be able to breathe. Without it the plants will go brown and die.

SPACE
If a plant has too much space they will fight for food, water and nutrients and so be weak and not grow. They need a bit of space.

WATER
Plants need water to grow strong and healthy. Just like us, without water, plants become dry and die. Without it, the plant cannot be healthy.

NUTRIENTS
Plants use their roots to absorb nutrients and minerals from the soil. This helps them grow strong and healthy. Without it, they would be weak and not grow.



7. Let's... 8. What have I learned?
(example from exercise challenge and nutrition challenge)

This document discusses learning with others in the context of an exercise and nutrition challenge.

What went well?

- The white sauce was tasty.
- The cheese on top, especially the mozzarella was enjoyed by all.
- There was a good amount of everything.
- Overall it was good!

What could be improved?

- The tomato sauce was a little bland.
- I was unable to add ham as I didn't have any, I'll try this next time.
- I was only able to do two layers because I only had 500g of mince meat and 600g of passata. I will buy the right amount next time.

EVALUATING
How well did it go?

Further Thinking

- What can I do to make the tomato sauce taste better? Onion, garlic, tomato puree and sugar.
- What are the best things to serve lasagna with? Garlic bread and salad.

Exercise

- Strengthens your joints, bones and muscles
- Helps you sleep
- Helps keep a healthy weight
- Boosts brain
- Helps keep fit
- Produces endorphins that make us happy
- Increases the part of your brain that controls memory, learning, planning, problem solving, imagination, attention, mood, sleep and more.
- Increases energy levels, improves posture, improves circulation, improves mood, improves concentration, improves focus, improves memory, improves learning, improves problem solving, improves imagination, improves attention, improves mood, improves sleep, improves more.

What I know now

Shows how much you should be eating

EATWELL PLATE

- dairy
- fruit + veg
- food groups
- fat + oil
- proteins
- carbohydrates

water helps to make nutrients in your body + gives you energy if you don't need

how they help your body

Proteins help your body grow + repair itself

fat + oil give you energy

Vitamins + minerals keep your body healthy

a large handful berries give

2 bread slices

3 heaped teaspoons

1 medium sized fruit (e.g. banana)

1 portion of one of your 5 a day

An average meal should be made up of 1/3 carbs, 1/3 fruit + veg. The last 1/3 should be split between dairy, protein and a little bit of fat.

Please note that the examples provided have been created by teachers from reception to year 6.

There are lots of different ways of presenting work from each stage. Be creative in your approaches to each challenge.

The quality and quantity of the work produced will differ according to the age and ability of your child. For examples of other children's work you can visit each classes celebration pages.