



St. Paul's home learning - Please note this is in addition to Spelling shed and TT Rockstars and daily reading
Elms Class Week Monday 25th January 2021 Remember to do what you can and what works best for you.

	Phonics/ Spelling/GPS	English	Break	Maths fluency	Maths	Lunch
Monday	<p>Inverted commas https://www.bbc.co.uk/bitesize/articles/z4rbgwx</p> <p>Watch the 2 video clips and read the rules underneath the second video. Complete the quiz.</p>	<p>Guided read - this week's story is linked to Science - A Pebble in my Pocket by Meredith Hooper. There is a lot of information in this book so we are only working up to page 11 this week on the PowerPoint. If you would prefer to listen to the story please follow the link and stop at 5 minutes -</p> <p>https://www.youtube.com/watch?v=yTTLk8E194E</p> <p>Answer the questions on page 7 of the home learning grid.</p>		<p>10 minutes on hit the button - https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Make sure you choose times tables that you are working on - 2, 5, 3, 4 or 8s.</p>	<p>Multiplying number by 10 and 100 https://classroom.thenationalacademy/lessons/multiplying-numbers-by-10-and-100-6tgpac</p>	
Tuesday	<p>Recap the rules for inverted commas from yesterday and complete the task. - Be the teacher (at the end of the home learning grid.</p>	<p>Stone Age comprehension - try to answer the questions independently. The answers are also included in the PDF.</p>		<p>Complete the five minute time tables challenge. If you can now complete all the questions in 5 minutes choose the next grid labelled harder questions.</p>	<p>8 times tables https://vimeo.com/480763110</p>	
Wednesday	<p>Recap the rules - create a poster to help remember the rules if needed.</p> <p>Complete challenge 1 (at the end of the grid)</p>	<p>Re-watch last week's clip Marshmallow https://vimeo.com/36998452</p> <p>Look closely at the setting and make a word bank to describe the setting - The lake, the moon, the mountains, the trees, the campsite, the fire, the tent? There are more pictures to help develop ideas at the end of the</p>		<p>Practice counting in 8s and complete the worksheet about multiples of 8.</p>	<p>Consolidating x3, x4 and x8 https://vimeo.com/485432791</p>	



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		learning grid. Improve your word choices by using a thesaurus. This is a good online thesaurus for children - https://www.wordhippo.com/			
Thursday	Handwriting practice for spellings - see separate sheet	Using the word bank created yesterday write a setting description using prepositions at the start of each sentence. If need help with the preposition use these sentence starters - beyond the treeline beneath the darkening sky Next to the fire Toward the forest Across the water By the edge of the... In the shadow of the... Under the shadowy branches Within several feet of... By the side of the tent Along the pathway By the fireside In view of the...		Hit the button or TT Rockstars https://www.topmarks.co.uk/maths-games/hit-the-button	Problems https://vimeo.com/494127943



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Friday	Spelling test	Edit and improve - use a purple polish pen (or any colour pen) to improve your writing from yesterday. Check - Capital letters and full stops Adjectives Noun phrases Adverbs Paragraphs.	Arithmetic quiz	Reasoning quiz (Answers for both quizzes included so you can mark these yourself if you wish).
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Online home reading books - <https://home.oxfordowl.co.uk/reading/free-ebooks/>

Afternoon lessons	Topic session 1	Topic session 2
Monday	RE - read through the Buddhist symbol PowerPoint and complete the task - Design your own symbols to represent important things in your lives including family, friends, school, pets, faith or hobbies.	PE - please see main school newsletter about the 21 minute challenge (basically 21 minutes movement a day). This week's challenge is designing an obstacle course. For full details of how to do this and even submit your entry - https://drive.google.com/file/d/1AnrLOlk-zjCi2VPmI8Pi0AejAuQ6Di_J/view?usp=sharing There is also a link for this week's local walk - https://drive.google.com/file/d/1-kv5-RVg9jraNNrvfK3I7rKFhqV88ATz/view?usp=sharing

Break



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		Also see the active learning part of the home learning page for more activities and challenges from Rossendale School Games Organisers.
Tuesday	History - different time periods of the Stone Age https://classroom.thenational.academy/lessons/what-were-the-different-periods-in-the-stone-age-crtkad	History - before Christmas Elms class sent 10 questions to the History Hunters all about the Stone Age. Listen to the podcast on the class home learning page to find out the answers to our questions.
Wednesday	Wellbeing Wednesday - complete a draw with Rob session. One of my favourite is Gregasaurus - https://www.youtube.com/watch?v=bhyCxVPb1qU&safe=active I also like odd dog out - https://www.youtube.com/watch?v=dYE9voaB0IY&safe=active	Choose mindfulness activities from the cards from last week's wellbeing Wednesday. You can also choose something else you enjoy doing, drawing, painting, reading, as long as you are being in the moment.
Thursday	Computing - Complete the activity on Purple Mash. A Stone Age list.	PHSE - keeping safe https://classroom.thenational.academy/lessons/king-of-the-road-6mu36t
Friday	Science - Fossils. This video is on YouTube to ensure a parent has given permission - https://www.youtube.com/watch?v=3rkGuOBI+KM Complete the worksheet about fossils. As extra learning you can watch this video about a fossil experiment. If you wish to try carrying out a fossil experiment using bread and jelly babies as explained here https://www.youtube.com/watch?v=q0-HfSIK1Gw	Golden time



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Be the Teacher!

Inverted commas are used to show direct speech in your writing; they are placed before and after the words a character says. For example:

"Pass the sauce," said Jill.

Read the sentences below and tick the sentence which is punctuated correctly using inverted commas.

1. "I don't like carrots," said the little girl. ☐
I don't like carrots, "said the little girl." ☐
2. "It's time for bed, said" Dad. ☐
"It's time for bed," said Dad. ☐
3. Write the date in your book, the teacher told "the children." ☐
"Write the date in your book," the teacher told the children. ☐
4. "Let down your hair," the knight shouted to the princess. ☐
Let down your hair, "the knight shouted" to the princess. ☐
5. Abracadabra! said the witch "as she cast a spell." ☐
"Abracadabra!" said the witch as she cast a spell. ☐
6. "The cat chased me through the garden," whispered the mouse. ☐
The cat chased me through the garden, "whispered the mouse." ☐
7. "Jim ate all the jam," Katie told her mum. ☐
"Jim ate all the jam Katie," told her mum. ☐

Challenge: Add inverted commas to the sentence below:

Where is my shirt? asked Guy.



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Punctuation Challenge 1

In writing, we show what a character is saying by adding **inverted commas** or **speech marks** (" ") before and after the words a character says. For example:

"I went there yesterday," said the man.

The words between the inverted commas (in **bold**) are what the man says. If the direct speech isn't a question or an exclamation sentence, then before **closing the inverted commas**, you usually place a comma (,) to separate what was said from who said it.

Add inverted commas to the sentences below. Don't forget to add the comma too.

1. We went to Spain on holiday said Charlie.
2. I like to cast wicked spells laughed the evil witch.
3. I saw the new film at the cinema last week said Jake.
4. I had cereal for my breakfast today Susie stated.
5. You go that way whispered Harriet to her friend.
6. My favourite drink is lemonade pronounced the boy.
7. I'm going to see my Grandma muttered Little Red Riding Hood.
8. Hello from the International Space Station uttered Tim.
9. Put down your pencils and look this way demanded the teacher.



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1. Where does the little girl find the pebble?
2. What question does she ask?
3. How many times hotter than boiling water is the molten rock?
4. The giant plates collide to make _____.

'Pieces of rock rumble and bounce down the mountain like a river of stone.'

In your own words, describe how the rocks are falling.

The melted rock moves 'like thick treacle'.

The mantle rock starts 'creeping'.

How do these words and phrases help us understand how the rock is moving?



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