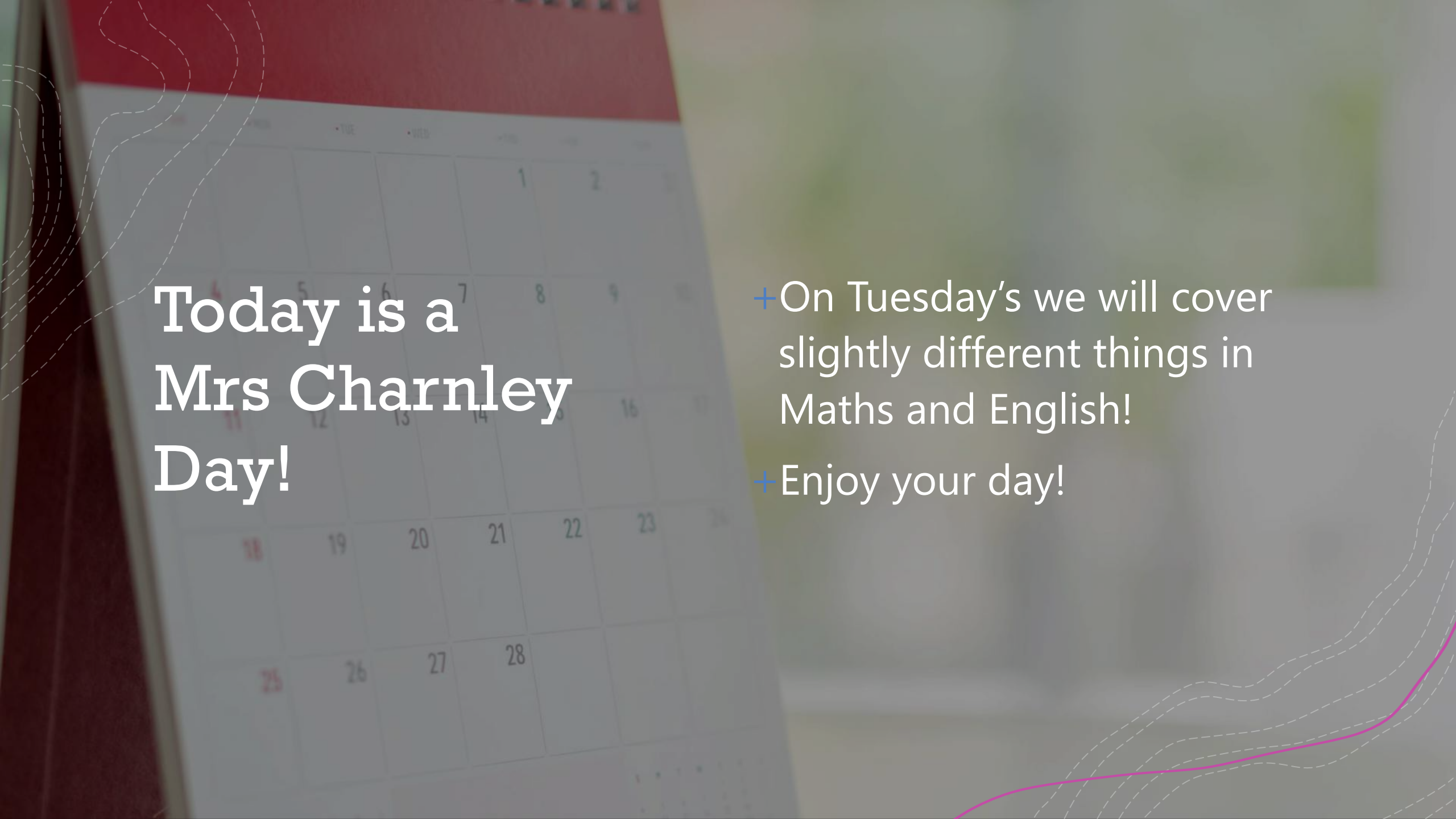




# Tuesday 19<sup>th</sup> January

Home Learning



**Today is a  
Mrs Charnley  
Day!**

- + On Tuesday's we will cover slightly different things in Maths and English!
- + Enjoy your day!

# Today's learning

- +Maths- 3D Shapes
- +English-Developing writing through description
- +Art –Shading
- +Spirituality
- +Pleasure for reading! And add to your reading log!

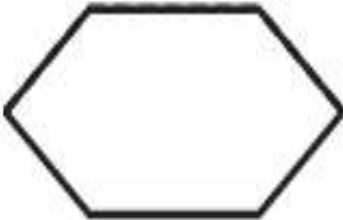
a



b



c



d



## L1: Can I draw (construct) 3D shapes from a 2D shape?

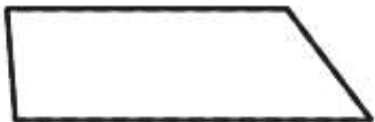
- Seems to me (as a mathematical idiot!) that pyramids can be drawn with a variety of **bases**.  
(By bases, I mean '**bottoms**').
- A pyramid would seem to be a 3D shape that rises to one point – would you agree? \_\_\_\_\_  
(answer at the the end of this exercise if you like!)

### Your task:

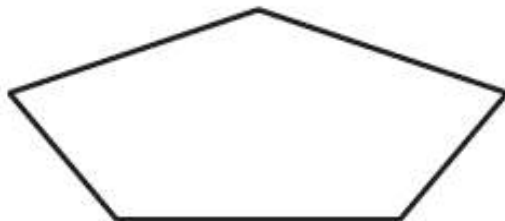
- Use a ruler to draw a straight line from each vertex to the dot above the 2D shape (*remember that a vertex is a corner*)
- *If you are stuck, see the next slide for how to do the first one.*

Use a ruler to join the bases of these pyramids with their points:

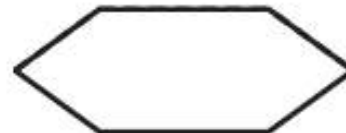
a



b



c



d



a

point at the top

vertex

The blue lines show your 'vertices'.

The red lines show how you join each 'vertex' with the dot at the top to draw **construct** a 3D shape.

**Learn** that each pyramid has triangular shaped sides (**faces**) **BUT** a different base.

This is a SQUARE-BASED PYRAMID



# **EXTEND YOURSELF!**

1. Draw some bases of your own.
2. Draw a dot above each base you have drawn.
3. Join the vertices to the dot above to create your own pyramids.
4. What will you call each one?
5. *Colour them in if you like!*



**ENGLISH**



## LI: Can I use a language bank to construct complex sentences?

Take a minute or so to have a good look at the following  
slide

*(no peeking at the next one!)*

- 1.what does it make you think of?
- 2.what might you want to say about it?



I had a good look myself.

I wrote a stack of notes because loads of daft stuff jumped into my head!

## Is this how you think?

Problem is with writing is that you've got to think about how to present it properly, else you'll have the grammar police banging at your door!.

strong verbs!

connectives!

prepositional phrases to say where!

adjectives!

conjunctions!

adverbial phrases to describe!

Wow! words!

temporal clauses to say when!

Have a look at what I've thought about/gathered on the next slide and see if you can make it work for you in your task.



silent sea

even now,

eternally

resolved

dreaming

reflection

despite what he thought,

a plan sprang to mind

multi-coloured

reflection

beyond imagination

seemingly forever

drifting clouds

in the midst

far ahead

gathering himself

in the distance

hope

strangely

beyond the horizon

dream-like

drifting

melting

escape

thankfully

when she awoke

the next world

strangely

between here and now

fantasy

shimmering

unexpected

weird

far ahead

who knows?

away from it all

bizarre

to the east

wonderful

planning ahead

Here are some fragments of what came into my mind when I stared at and thought about this picture.

- some of it is about describing it (or the environment)
- some of it is about saying what that balloon is doing there (a reason)
- some of it is trying to involve a person (or creature) on an adventure within this scene

**I KNOW I HAVE TO WRITE EFFECTIVELY!**

How can I use these fragments? Where should I put them in my sentences? What punctuation should I use?

**Task:** Use at least 12 of my sentence fragments to tell a **3 paragraph** story of this picture.

- *have a 3 minute think, then set your phone for 20 minutes of writing.*

**AIM FOR:**

- using the fragments at the beginning of a sentence (*use a comma commas*) – *WE'LL BE LOOKING!*
- using the fragments you choose anywhere else in a sentence – front, middle or end.
- thinking about using more than one fragment in a sentence
- adding your own fragments and building them into sentences.





ART

+

# LI: Can I shade light to dark tones using a pencil?

We are focussing on shading in this lesson. It's shading that gives you that '3D' feel.

## Shading is a bit of a nightmare!

It takes a lot of practice, which is why I don't want you to go past **Tip 1** in this online lesson (*about 3 mins and 40 seconds*),

- You need to get ready with 2 rectangular strips like this:

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

You need a normal pencil and a coloured pencil.

If you fancy going on with the video, do, but **all we need from you are two strips like the above, shaded in to show light tones (light pressure) to dark tones (heavy pressure)** with one using a normal pencil and one using a coloured pencil.

[Basic practice in shading](#)



# SPIRITUALITY

## FOCUS:

How does God talk to us?  
How do we hear God?

We can learn about this through the stories we read in the Bible.

In the name of the Father  
and of the Son  
and of the Holy Spirit. **Amen**

## **OPENING PRAYER:**

O Lord, bless our home so that,  
in working together  
and playing together,  
we may learn to serve you  
and to serve one another.

Keep us safe and happy.

**Amen**

We often expect God to shout at us from the sky, or do a magic trick or give us a vision, or do something that we can't argue about.

We always seem to want loud, physical proof that God is there.

**We forget that God lives within us.**

To think that God is inside of is a bit of a pain, I think – there's so much stuff inside of us that we often can't sort out what exactly is God, and what exactly is us.

*( Maybe they are both the same thing!)*

. The trick, I'm told, is to **listen** and to **be open** – even if what we hear (or sense) doesn't fit into what we expect.

**Do you ever get random thoughts or ideas that don't make sense, or that you think another person will think you are mad if you do it?**

# **It's a story about the prophet Samuel, who lived way after Moses had died.**

Samuel was given to the High Priest Eli by his mother, Hannah. This as something that she had promised God she would do in thanks for God giving her Samuel in the first place.

She promised that, if God gave her a child, she would make sure that child given would served God.

This was the best way she had of keeping her promise

**The story is about how Samuel, Hannah's child,  
first heard God  
and what he did when he heard God's voice.**



## A reading from the Book of Samuel:

Samuel was sleeping and he was woken by a voice:

“Samuel! Samuel!”.

Because he served Eli, he believed that Eli was calling for him.

He got out of his bed and ran to Eli’s room to see what he needed.



Eli was fast asleep when Samuel burst in and said, "What is it you need, Master? I heard you call me!"

Eli said, "I didn't call you, child. Go back to bed."

Samuel went back to bed.



But, no sooner was Samuel settled than it happened again!

A voice called, "Samuel! Samuel!".

And, again, Samuel thought it was Eli and ran through to see what he needed.

But Eli sent him back to bed.

"I did not call you!" he said.

But the third time was different.







When the voice called to Samuel a third time, and he ran to Eli, he wasn't told to go back to bed.

**Eli realised that it was God speaking to Samuel.**

He said to Samuel:  
“ Go back to bed, and say your prayers.  
The next time you hear the voice, say,  
‘Speak, Lord, for your servant is listening.’”

So Samuel did as Eli advised.

He prayed, and made sure that, the next time God called, he would be ready.

And, again, the voice in the night called:  
"Samuel, Samuel!"

And Samuel said,  
"Speak, Lord, for your  
servant is listening."



God gave Samuel his instructions then.

The rest is a long story,

but Samuel spent the rest of his life seeking justice  
and leading people forward in their relationships with God.

**Samuel, as a kid, didn't know where God's voice was coming from.**

**He needed Eli to teach him that God calls us from within.**

**Eli taught Samuel to recognise God, and something of the strange ways  
that God talks to a person.**

**You'll note there were no thunder claps or magic  
– just a voice in the night that asked Samuel to listen.**

**Samuel, over his long life, became very good at listening to God  
speaking to him.**

*How does God speak to you?*

*Do you ignore it, like many of us do, because you aren't sure?*

*Sit quietly for a minute, and try to figure out what God would like you to do.*

# CLOSING PRAYER:

Dear Lord,

Be with us when the things in our life  
distract us from who you are.

Help us to spend a bit of time  
being quiet  
so we can hear you,  
and what it is you  
need us to do in our daily lives.

**In the name of the Father  
and of the Son  
and of the Holy Spirit.  
Amen**



Print and stick in if you can. Otherwise, spend a few moments writing what you are thinking in your home learning books.

What do think Samuel thought when he realised God was speaking to him?

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How does God speak quietly to you? What do you think you need to do?

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