



Home Learning

Tuesday 9th February 2021

Mrs Charnley

Before we start today, I just want to thank and congratulate you all.

The way you keep going and keep doing and keep engaging – I have no words! I am full of admiration, respect and love for you all.

I want to let you know how much I miss you guys. I'm not with you that much normally but I miss the banter, the giggles and the satisfaction of seeing you grow in skill and confidence and resilience – especially during our art lessons (eeh, I miss those the most!).

You may not understand this at the present time (I'll bet your parents and grandparents and aunties and uncles do, though!) but getting a glimpse of you becoming the wonderful human beings you are growing into is nothing short of joyous for an old teacher like me.

Have a lovely week off next week, people. Be guilt-free on your PlayStations and Xboxes. Eat sweets, pizza, curry, Maccie-Do's and KFC, and whatever else you love to scoff. Watch films that make you laugh and feel good. Get out on your bikes and cuddle your loved ones and your teddy bears, cats, dogs, rabbits and guinea pigs. Be nice to your brothers and sisters and to everyone in your house. Colour stuff, and paint your fingernails (you too, girls! LOL!).

Much love. Have a good old rest. Stay safe. Say your prayers and give thanks for the things that make you smile.

Mrs C. xxx

Now get your maths done!!!

**.Your 8 x
reference
table**

(although you'll
be faster
learning these
facts off by
heart!)

1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96
15 x 8 = 120
20 x 8 = 160

8 x 4 =
11 x 8 =
8 x 3 =
1 x 8
8 x 5 =
12 x 8 =
7 x 8 =
10 x 8 =
3 x 8 =
8 x 6 =
8 x 1 =
0 x 8 =
8 x 11 =
20 x 8 =
8 x 7 =
8 x 10 =
8 x 15 =
15 x 8 =
8 x 8 =
8 x 0 =
8 x 2 =
6 x 8 =
8 x 9 =

8 x 11 =
8 x 2 =
7 x 8 =
8 x 0 =
8 x 3 =
8 x 20 =
1 x 8 =
2 x 8 =
8 x 8 =
4 x 8 =
12 x 8 =
0 x 8
8 x 15 =
8 x 5 =
5 x 8 =
11 x 8 =
6 x 8 =
9 x 8 =
8 x 10 =
8 x 1 =
8 x 7 =
20 x 8 =
8 x 9 =

8 x 20 =
8 x 2 =
8 x 15 =
8 x 4 =
8 x 8 =
8 x 0 =
1 x 8 =
8 x 12 =
3 x 8 =
4 x 8 =
5 x 8 =
7 x 8 =
8 x 11 =
8 x 10 =
10 x 8 =
11 x 8 =
0 x 8 =
15 x 8 =
20 x 8 =
8 x 8 =
8 x 7 =
8 x 3 =
8 x 9 =

8 x 5 =
10 x 8 =
2 x 8 =
6 x 8 =
8 x 10 =
8 x 9 =
1 x 8 =
8 x 15 =
3 x 8 =
8 x 7 =
9 x 8 =
8 x 6 =
12 x 8 =
8 x 12 =
8 x 1 =
8 x 11 =
5 x 8 =
15 x 8 =
8 x 6 =
8 x 8 =
20 x 8 =
8 x 4 =
11 x 8 =

WARM- UP:

**Ll: can I improve
my recall of 8x
tables facts?**

Print this sheet if you
can.

Otherwise, get
someone to call out
each equation so
you can write the
answer.

**Same deal as with
the 6x tables speed
test:**

1. Set a timer for 2
minutes and do
as much as you
can
2. Check your
accuracy (mark
your columns!)
3. **Aim for
improvement
with each
column you do.**

L1: Can I identify the nest of prisms and pyramids?

REMINDER: Last week you got the hang of the difference between pyramids and prisms.

- you drew missing lines to show the hidden edges of a variety of prisms and pyramids
- you copied some irregular 3D shapes onto dotted paper.

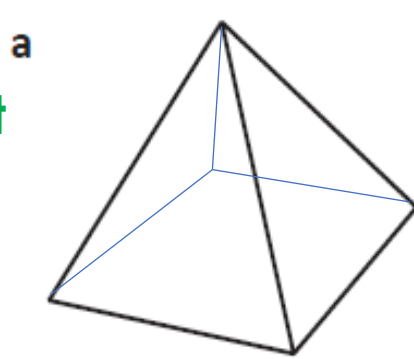
YOU LEARNED (hopefully) THAT:

1. there are a variety of prisms and pyramids
2. you can draw prisms and pyramids by including 'hidden' edges that you wouldn't normally see (*usually by using a dotted line, or a line of a different colour*) **or by shading.**

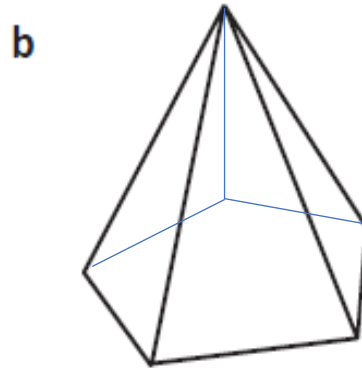
Building on our learning: Make sure that you know the names of these 3D shapes!

The blue lines I have put in should more or less match what you drew in yourself last week.

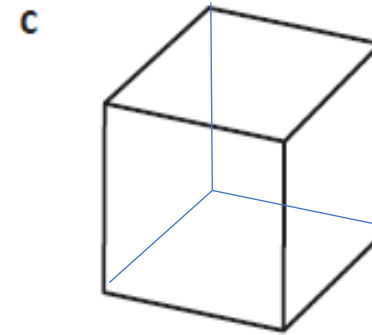
You **SHOULD** be noticing that **pyramids** always have **triangular** sides REGARDLESS OF THE SHAPE OF THEIR BASE, whereas **prisms** always have **rectangular or square** sides REGARDLESS OF THE SHAPE OF THEIR ENDS!



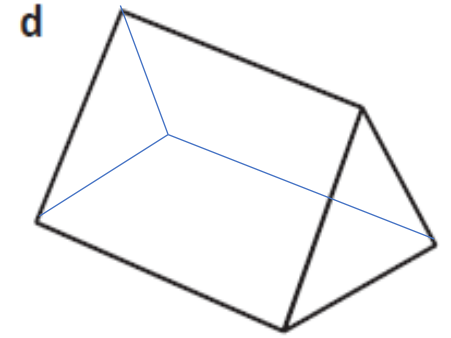
square based pyramid



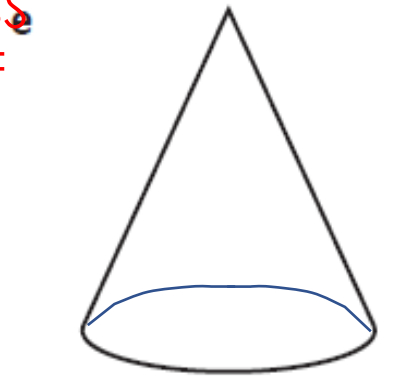
pentagon based pyramid



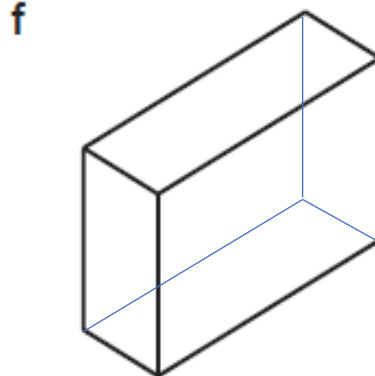
cube



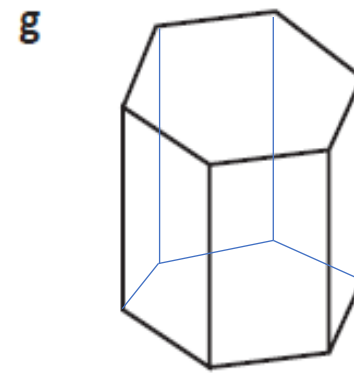
triangular prism



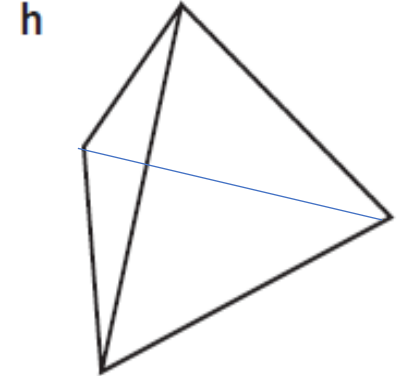
cone



rectangular prism

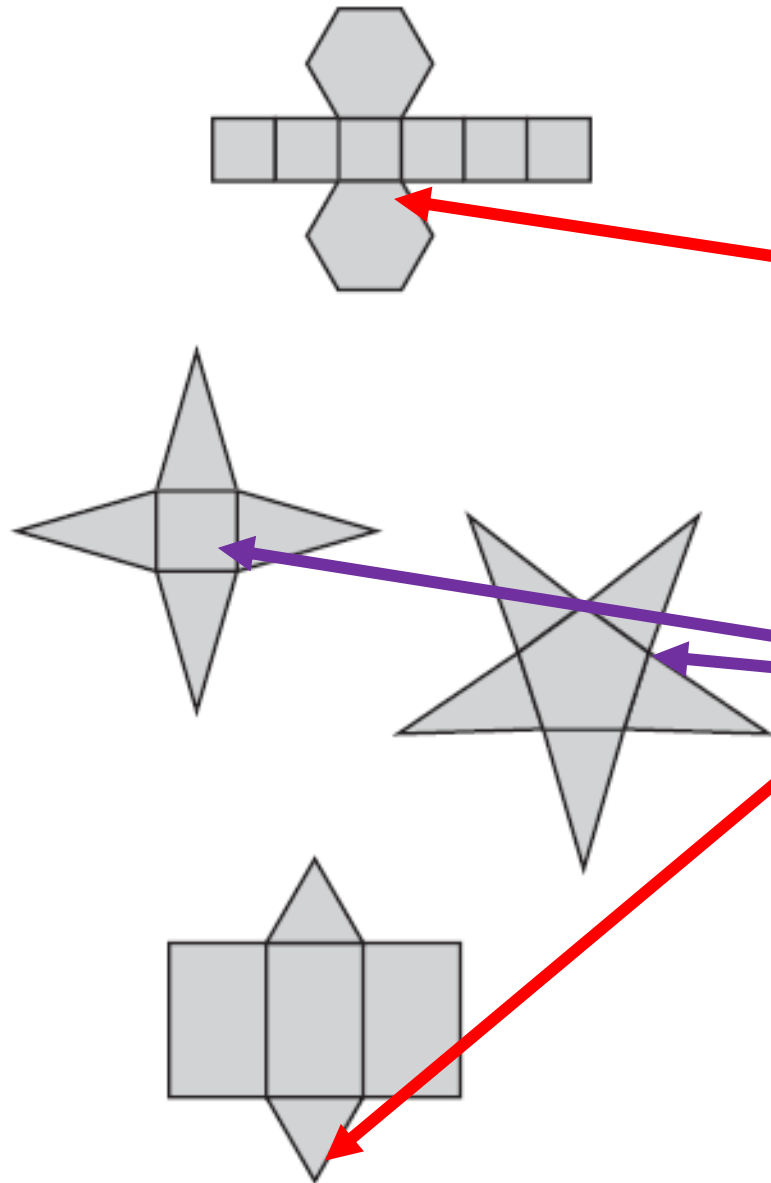


hexagonal prism



triangular based pyramid

These are 'nets' of 3D shapes. If you fold one along the 'joining' edges, you will get a 3D shape. **THINK ABOUT AN OPENED OUT CEREAL BOX.**



You should be able to see that some of them are prisms and some are pyramids.

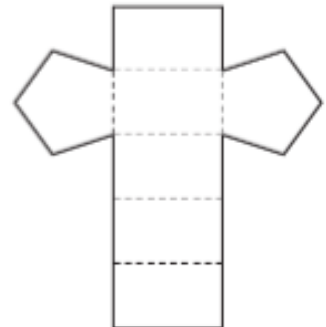
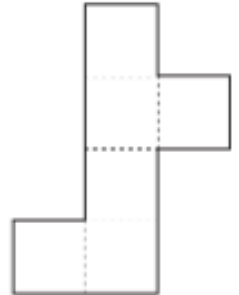
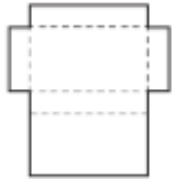
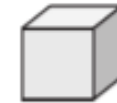
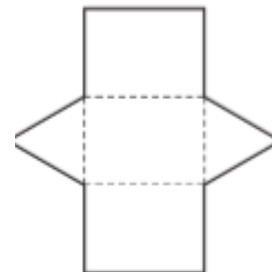
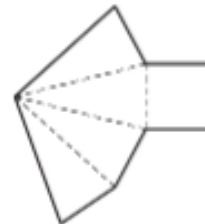
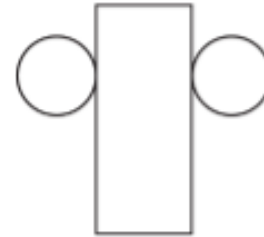
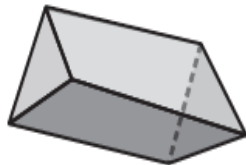
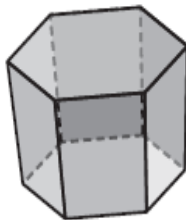
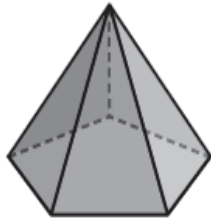
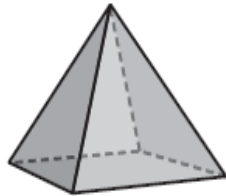
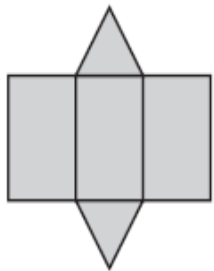
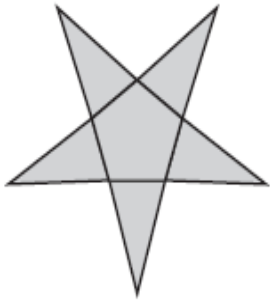
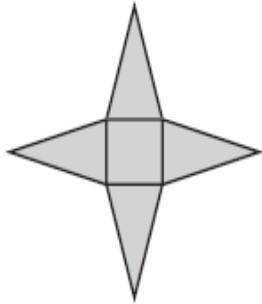
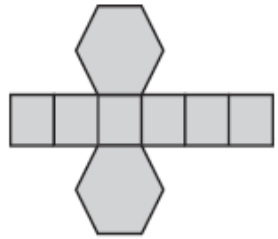
The prisms have **2 identical 2D shapes** for their ends, with squares or rectangles to represent their sides.

The pyramids have only **one 2D shape** for their base, with triangles to represent their sides.

Print this sheet if you can.

Match each shape to its net and name it! Check back to previous slides if you need clues or help remembering.

1. Fairly simple



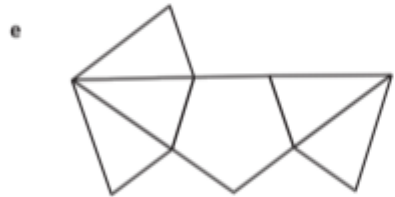
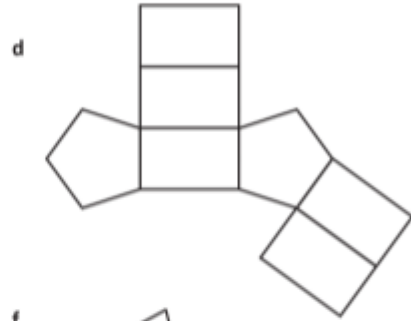
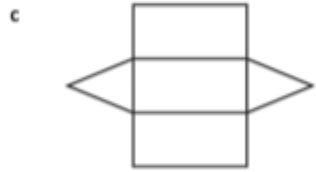
2. Perhaps needing more thought

Draw a line to match these 3D shapes with the nets below:

Name each 3D shape

3. Some more unusual nets

– can you identify them?



Remember the difference between prisms and pyramids!



REMEMBER

pentagonal pyramid

triangular pyramid

hexagonal prism

triangular prism

pentagonal prism

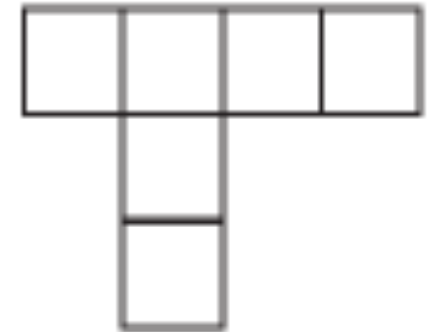
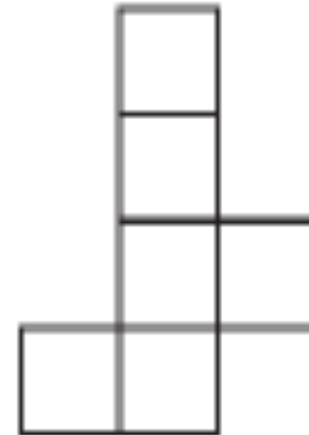
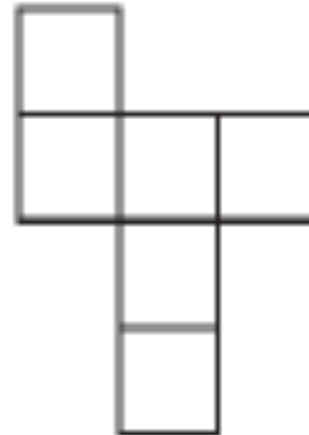
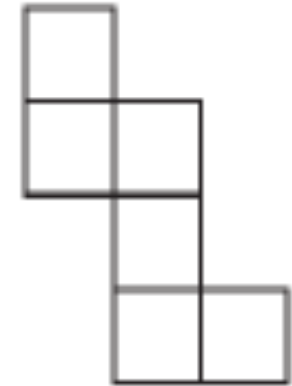
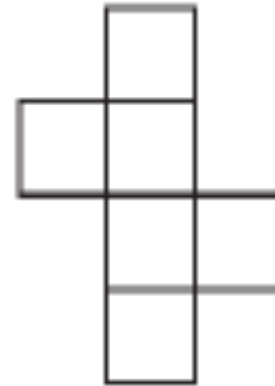
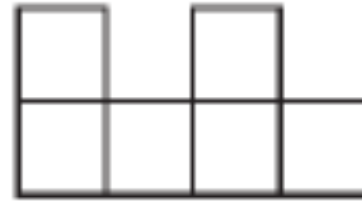
hexagonal pyramid

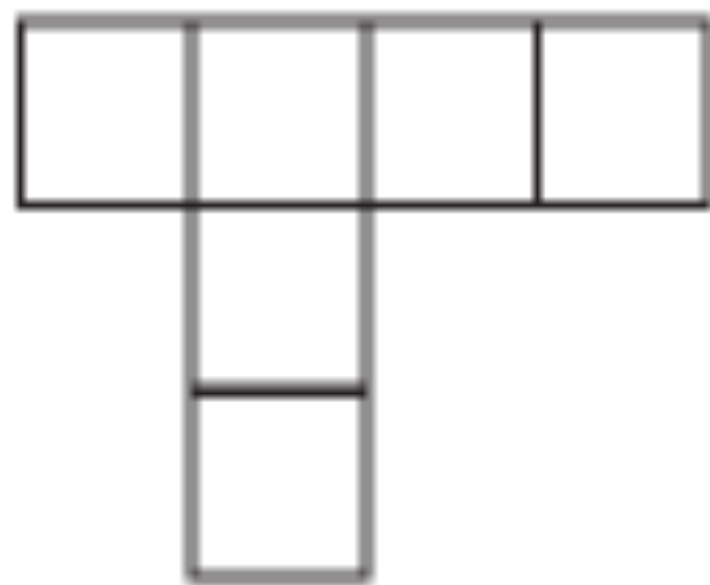
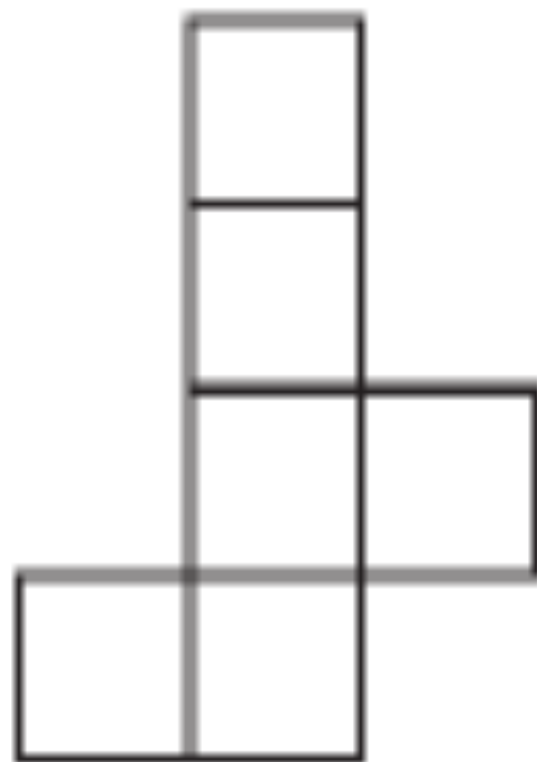
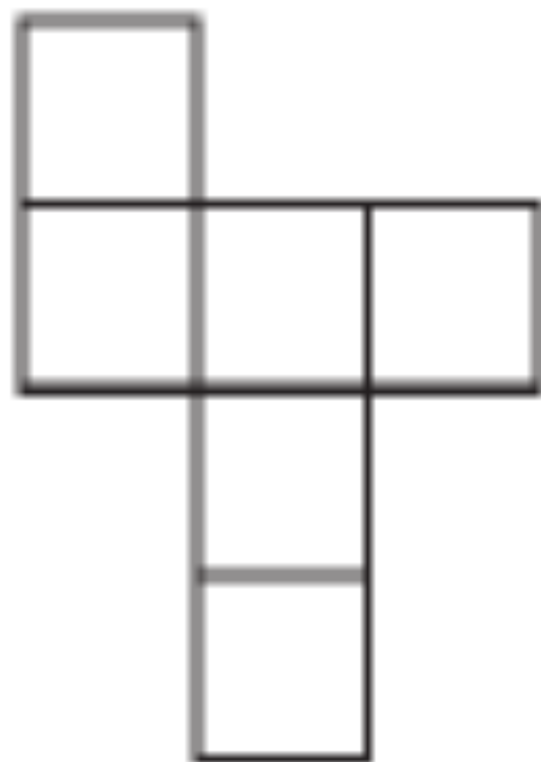
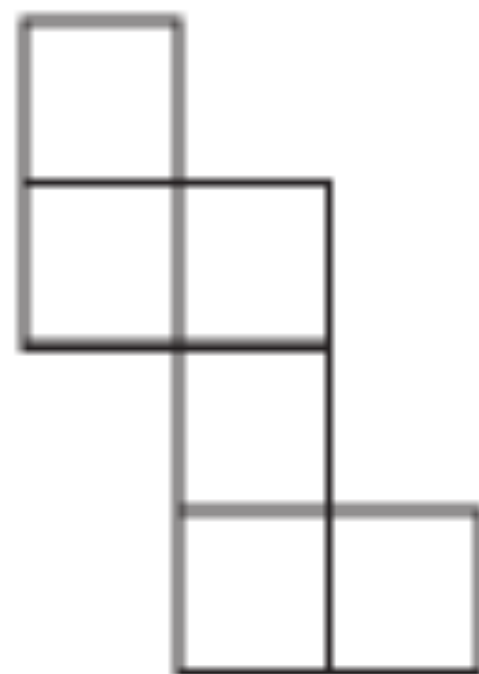
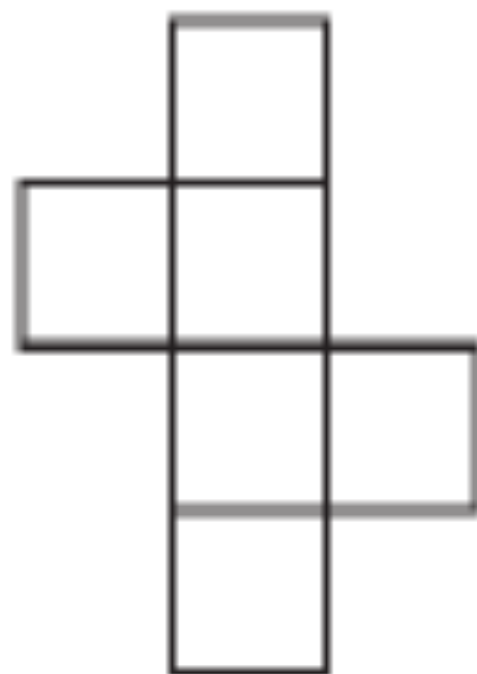
cube

4. Have a play cutting and folding!

Some of these shapes will fold into cubes, but which ones?

- The **next slide** has a version you can cut out each shape and try folding for yourself to check.

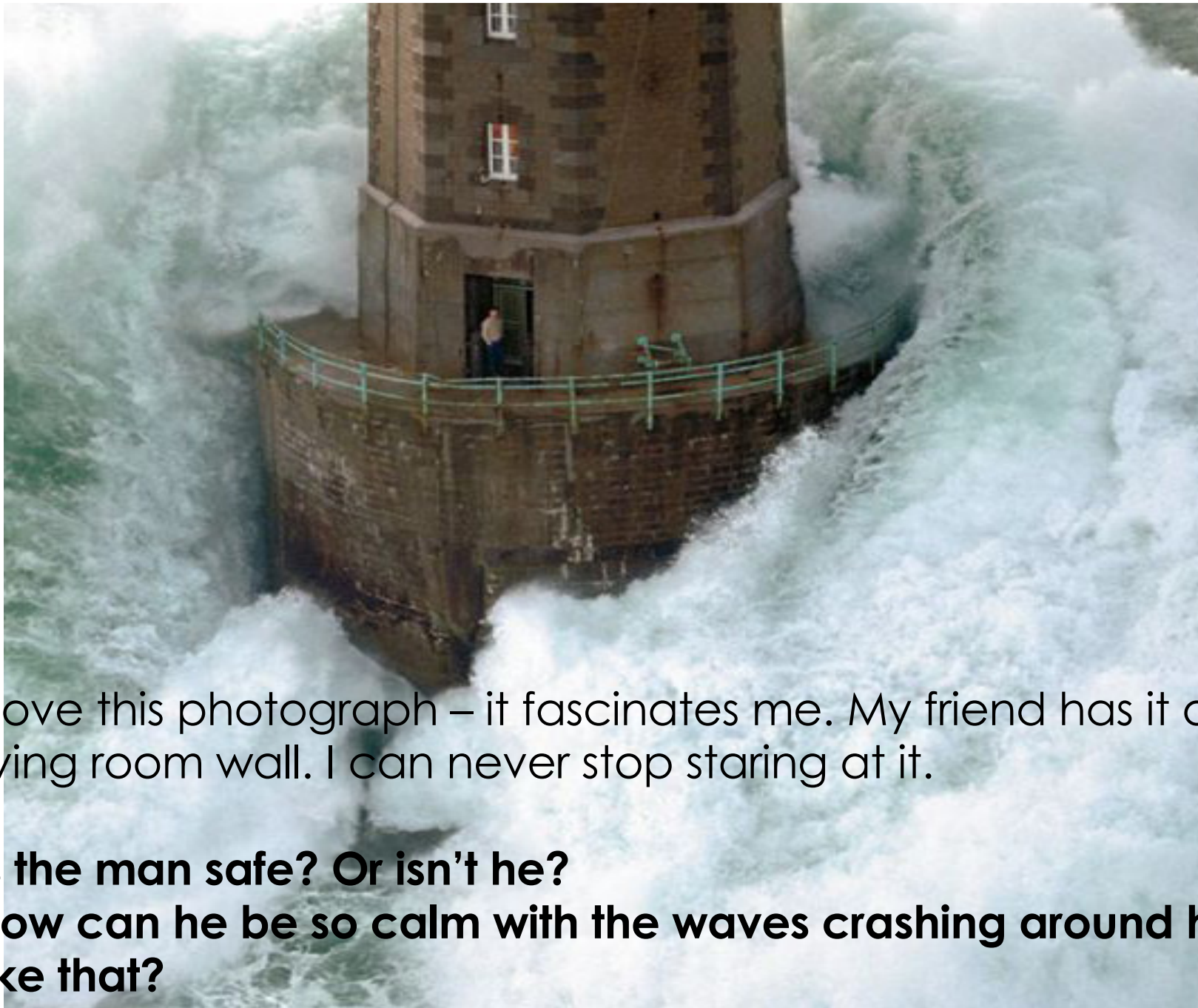






Spirituality- Mr Draper's Favourite story!

Mrs Charnley inspired me... I love the photograph!



I love this photograph – it fascinates me. *My friend has it on his living room wall. I can never stop staring at it.*

Is the man safe? Or isn't he?

How can he be so calm with the waves crashing around him like that?

Or doesn't he realise the danger around him?

This week's story is about a storm.
Again, you may not have heard it but it's a good one.
As always, there's lots between the lines to think
about.

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



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



One evening Jesus said to his disciples, "Come with me across the lake."



They set out in the boat that Jesus was already sitting in.



Jesus was in the back of the boat.
He was tired and fell asleep with his head on a pillow.



As can happen on Galilee a fierce wind swept across the water.
The waves grew large and started sweeping over the sides of the boat.



There were experienced fishermen on board but they became afraid the boat would be swamped by the fierce waves.



The disciples went to Jesus in panic and woke him.
“Teacher, do you care about us?” they shouted. “We will drown!”



Jesus stood up in the swaying boat and spoke out to the storm.



“Quiet! Be still!” Jesus ordered.



The wind stopped.



The lake became calm.



Jesus spoke to those in the boat:
“Why are you afraid? Do you still have no faith?”



Jesus' disciples were very afraid (*I would have said 'gobsmacked'!*)
and asked each other,
“What kind of man are we with?
Even the wind and the waves obey him!”

It's not easy to be unafraid when what is going on around you is frightening – even terrifying.

I'm betting at least one of those disciples said to Jesus:



Are you having a laugh???

I'm afraid because it's mental out there – that storm is bigger than me, and it's gonna chew me up and spit me out!

Thing is, sometimes it **IS** mental out there.

I bet you I'm not the only one who gets stressed and worried and scared with what's going on at the moment.

But Jesus tells us to have faith. He *(as God as a human person)* can fix it if we share with him what scares us; a bit like when the disciples in the boat told him they were scared.

"What's the fuss? I'll sort it!"



"What's the fuss? I'll sort it!"



Outside stuff can
overwhelm us at times,
a bit like a storm.

God (*Jesus*) asks us to
keep the faith, and to
know that it will be
alright in the end,
whatever happens in
our outside world.

Have a quiet
think:

Share with God the things that
are worrying you.

Tell God how real they feel.

Closing prayer.

O, Lord,

There is so much that I bother about.

Help me not to feel hopeless and scared when things happening in the world bother me.

Help me to have faith that all the things that I might be finding horrible today will pass eventually, and that I will be fine in the end.

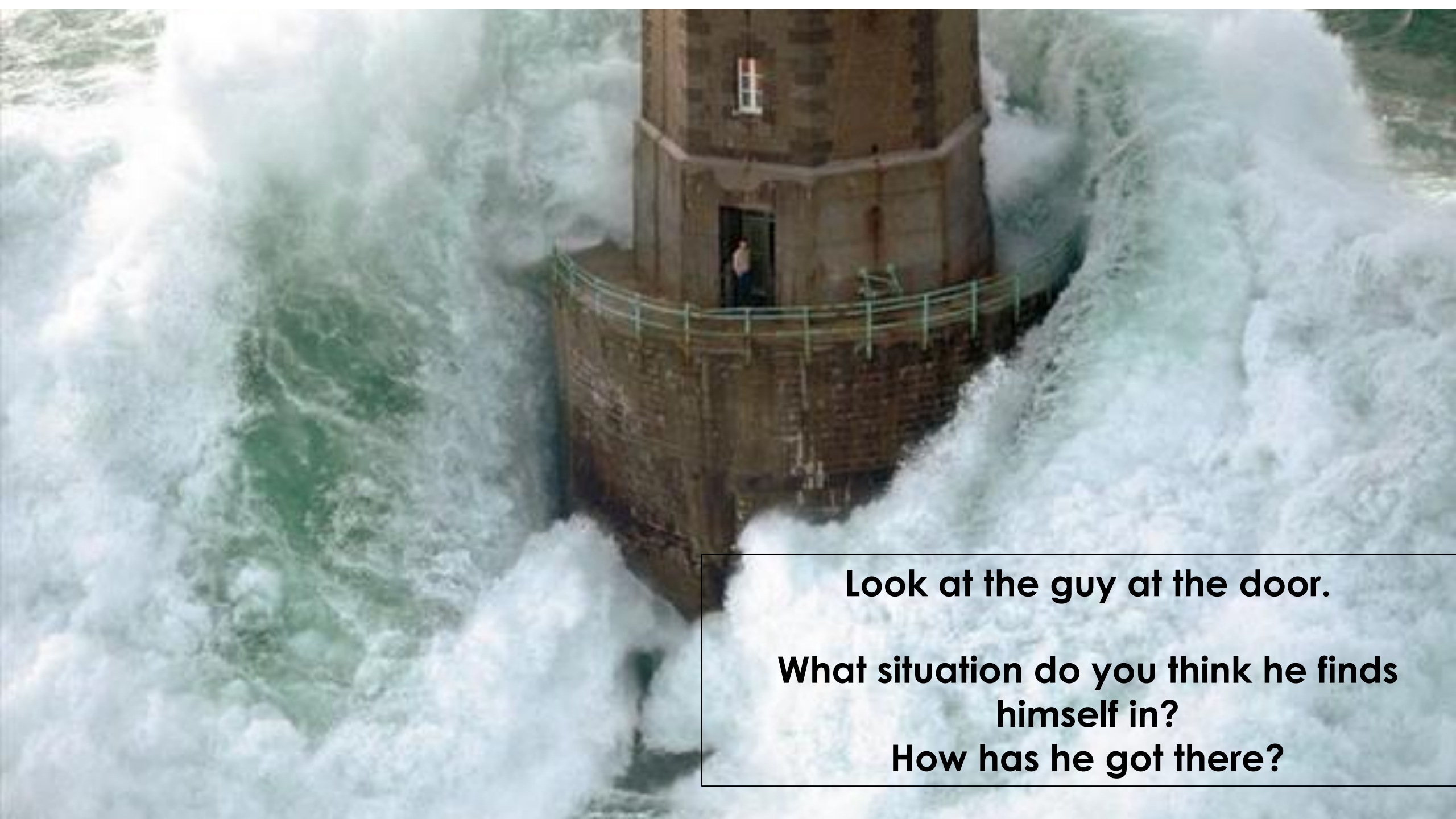
Help me to be calm.

Amen

L1: Can I describe a situation that a person may find themselves in?

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

1. Think of how you might describe what's going on in the outside of what is going on around that person in the doorway.
2. Think about what that man in the doorway could be thinking or planning or feeling.
3. What might have happened beforehand?



Look at the guy at the door.

**What situation do you think he finds
himself in?**

How has he got there?



What's gone on here?

**Why is that man
standing there like
there's nothing wrong?**

**Or is there nothing
wrong?**

**Is everything actually fine, even though it look like a
disaster waiting to happen?**

What's the story?

IDEAS:

Is this guy a prisoner?

Is he out there waiting for the right wave
to take him to freedom?

Is he confident that someone will come?

Is the guy a wizard and has magicked up
this storm for his own purposes?

What is he wanting to do with his magic?

Does this guy just want to experience a
force of nature? What does he
see/hear/smell/feel/think?

Is this guy just a regular lighthouse keeper?
Is he seeing something he has seen so many times
before?

How bad is it this time? Will he do another winter?



What do you
think is the
story of this
picture?



crashing

swirling

alone

angry waves

unseen

yes!

below me

above me

deep within

despite

I will

around

anxiously

whirlpool

calling me

invigorating

beckoning

silently

waiting

the warmth inside

roaring like a bear

the monsters below

thrilling

unimaginable

love this!

angry

the sting of sea salt

crashing like thunder

blue-green water

anticipating

surrounding me

I'M GOING TO WRITE IN FIRST PERSON AS IF IT IS ME THERE.

Here are some fragments of the possibilities that came into my mind when I thought about the ways I could write about this setting.

- I know I am the person standing in the doorway as I write this piece
- I know I need to decide on the tone of the 'voice' I am going to use to write within (*careless, scared, expectant, unaware*)
- I know I need set the scene by describing what is around me (*paragraph 1*)
- I know I need to get my reader involved by getting them to understand what I plan to do (*paragraph 2*)
- I know I have to hint to my reader what may happen next (*paragraph 3*)

Task: Use at least 7 of my sentence fragments and 1 simile to tell a **the story** of the person in the lighthouse.

Who is he?

Why is he there?

Why don't the waves seem to bother him?

- 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 sentence.
- using a simile or a metaphor



Print this off for your own ideas, words
and phrases

angry as...

cold as...

like a ...

Hello, Artistic People!

The feedback I'm getting is that:

- we still need to work on and practice **'round-ness'**
- we also need to **remember** what we already know (*and have been practising*).

It's really easy to forget to bring what we already can do know to our new art learning.

Today, we are going to focus again on **'roundness'** but also upon **'up and down'** shading
– both are really useful and **very** transferrable.



The following video teaches you how to combine our shading techniques using 'contours' **WITH** our 'up and down' shading.

LI: Can I add value (tone) to a cone?

[**Click here to watch** - Shading a 2D circle to make it look like a sphere](#)

Don't forget to pause the video:

- when you need to have a go yourself
- to re-watch sections you are unsure of.

EXTENSION: use a coloured pencil to do what you have done with your normal pencil.

For fun: You can either trace the outlines, or copy.

Chose one – or all of the images– to practise what you know how to do.

However, you must have a good look at:

1. the shading directions of each artist's pencil
2. how the artist has pressed down or been light to show light and dark
3. how contours (*curved lines*) are used to show shape and movement (particularly slide 7)

I've a lovely set of colouring pencils to go to the person who submits the most **3D drawing** after half term.

(There may be a second and third prize too ...)

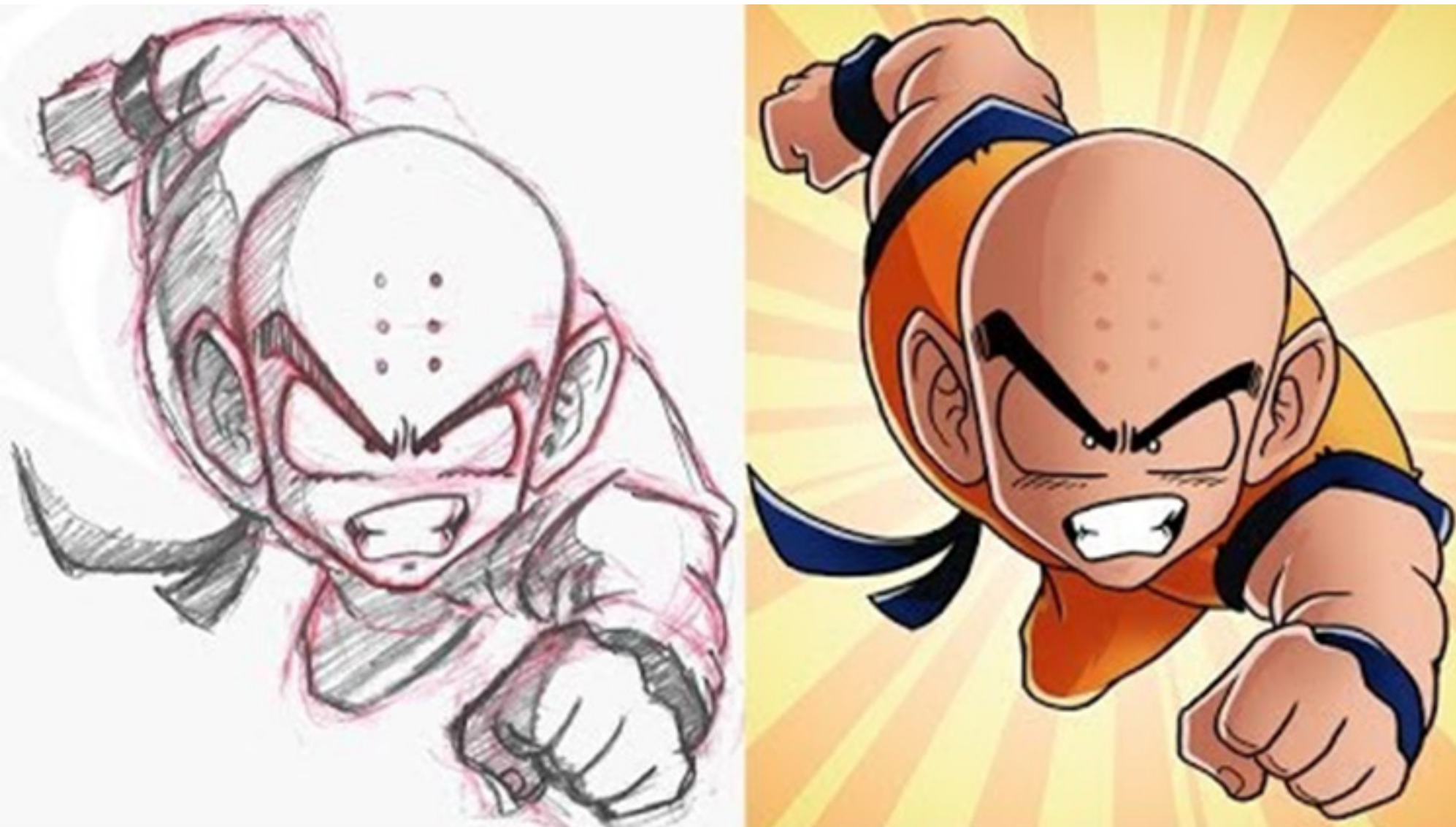


You could either copy or trace the outline of this little fella. **It doesn't matter because we are focussing on shading techniques.**

There's no curvy lines (contours) here, but I hope you can see how clever the shading is when **the lines of shading go in different directions.**

NOTE THE DIFFERENT VALUES
(how hard the artist has pressed with their pencil)

Can you see how effective it is? **Have a go yourself!**

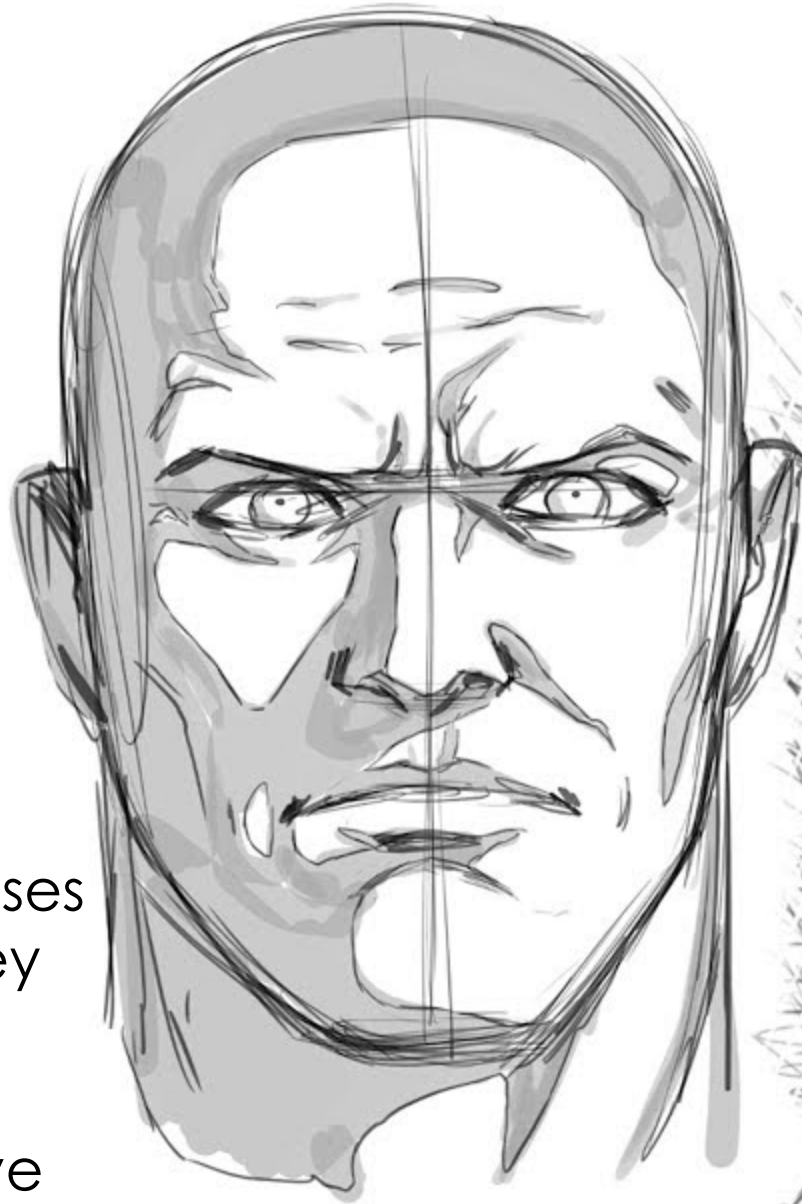


This could be complicated to draw **BUT**, if you trace the outline of the pencil version, you can copy where the darkest bits are.

Then you can add the right kinds of colour.

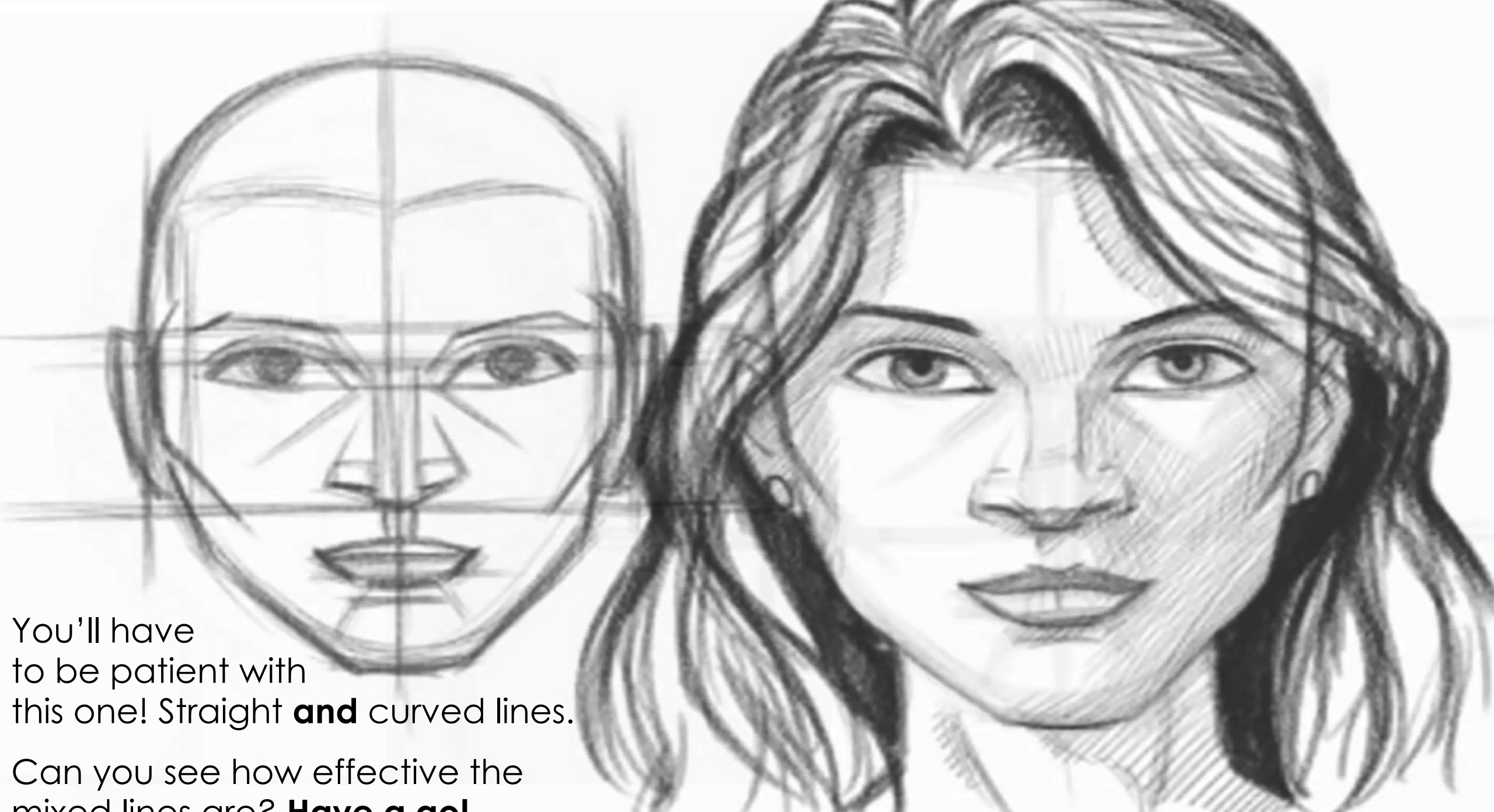
NOTE THE DARK BITS *and how the artist has used dark and light pencil lines to show them.*

Can you see how effective it is? **Have a go yourself!**



This three step diagram uses straight lines only - but they go in different directions!

Can you see how effective they are? **Have a go!**



You'll have
to be patient with
this one! Straight **and** curved lines.

Can you see how effective the
mixed lines are? **Have a go!**