

13/01/21

Hi, this is your home learning work for today. Make sure you have somewhere quiet to do your work and that you send us a photo on Dojo of your tasks.

English: To recognise direct and reported speech

Watch Mrs Hicklin's video:

<https://www.loom.com/share/88bb385b29504847ae56af5056abe758>

Log into Study Ladder by following the link below. Find your name and enter your password. These have been sent via ClassDojo messages.

Read the presentation, then complete the activity.

4JH: <https://www.studyladder.co.uk/myschool/21406/myclass/1227705>

4S: <https://www.studyladder.co.uk/myschool/21406/myclass/1251461>

Maths: Fractions

Carry on from yesterday if you didn't complete all of the tasks.

Go on Study Ladder (log in instructions in the English task above). We have set four short fractions tasks to consolidate your previous learning.

You can use these websites for further activities, games and explanations to help you:

<https://www.bbc.co.uk/bitesize/articles/zd8mt39>

<https://www.bbc.co.uk/bitesize/articles/z4j83j6>

<https://www.bbc.co.uk/bitesize/articles/z6cbhcw>

PSHE: Dreams and goals

This term we are looking at 'Dreams and Goals'

1. Today we'll try to understand that sometimes hopes and dreams do not come true and that this can hurt.
2. Here are six different scenarios of hopes and dreams that have gone wrong:

Emma and Oliver are promised a puppy which is then not allowed in the flats where they live.

The holiday is cancelled because a relative of Roisin has to go into hospital.

Farida breaks her leg before her gymnastics competition.

Issa thought he would be selected for the school football team but finds out he is only the reserve.

Jacob finds out he is not to be in the same class as his friends next year.

The swimming pool party is cancelled at the last minute.

Have a think about and write your answers down:

- A. How each person might feel?
- B. What might the person do in that situation?
- C. How could they overcome the hurt that this situation might cause?

PE: Gymnastics

Lesson 2

Starter: The children move around the room in between mats in a variety of ways (e.g. light feet, skipping, side steps). Ask someone in your house to randomly call out some of the shapes from last lesson (e.g. tuck, pike, straddle) and you have to freeze in that shape.

Skills: Loom link: <https://www.loom.com/share/04579aa337c649709237feebd3706cfb>

We are learning these gymnastic terms: 'symmetrical' and 'asymmetrical'.

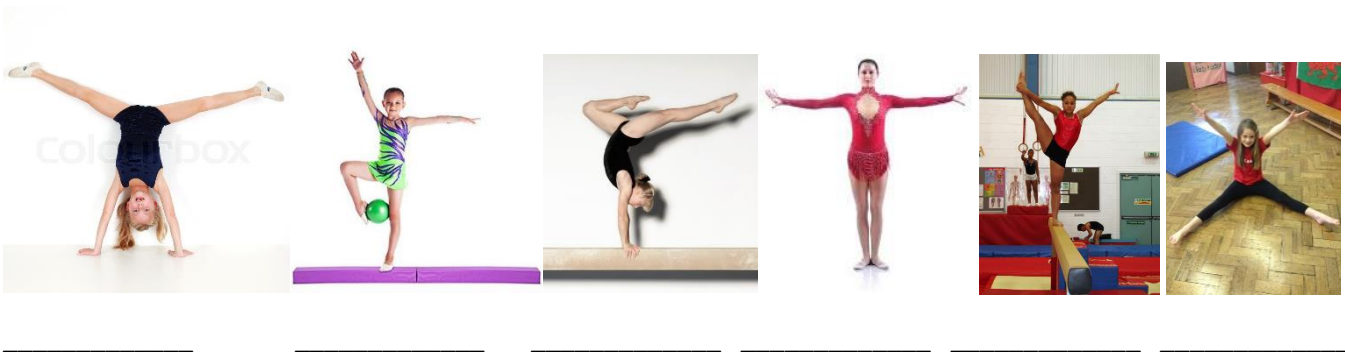
Symmetrical

Symmetrical balance can be thought of as 50/50 **balance** or like a mirror image. In other words, both sides of the body look the same.

Asymmetrical

In **asymmetrical balance**, the two sides are not identical, they are different from one another. However, the elements are arranged so that there is a sense of **balance**. Both sides of the body are not the same.

Task 1: Identify whether these shapes are symmetrical or asymmetrical.



Task 2: Now create a short sequence which includes two shapes (*tuck, pike, straddle*), two balances (symmetrical, asymmetrical) and four linking moves (*twirl, roll, traveling steps*) and video it. These are a minimum requirement but you can add more if you want to. Focus on good quality moves which demonstrate good posture and body tension with strength through the core. Please share your video with your class teachers and Mrs. Pears.

Reflect Question: Watch your video back and check you have **2 shapes, 2 balances, 4 linking movements, good posture and body tension**. Then I'd like you to self-assess your routine by giving two positives about your work and a target to work towards in following lessons and record them in your home learning book and send a picture.

If you would like to send your videos to your class teacher and they are too large to send via Class Dojo then please email to JPears@ashfield-jun.cumbria.sch.uk