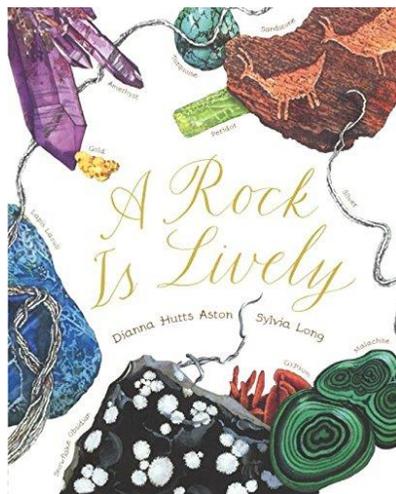


Writing Targets	
Really Must	· In some writing, I can use a capital letter to start a simple sentence and a full stop at the end.
Must	· In some writing, I can use a capital letter to start a simple sentence and a full stop at the end. When I write a question, I can use a question mark. I can use commas in lists.
Should	· In most writing, I can use capital letters, full stops, question marks and exclamation marks accurately. I can use commas in lists and after a time phrase.
Could	· In most writing, I can use capital letters, full stops, question marks and exclamation marks accurately. I can use commas in lists and after a time phrase. I am beginning to use commas when I drop in information e.g. about a person or event.
Could Even	· In a range of writing, I can use capital letters, full stops, question marks and exclamation marks accurately. I can use commas in lists and after a time phrase. I am beginning to use commas when I drop in information e.g. about a person or event. I am starting to use speech marks.

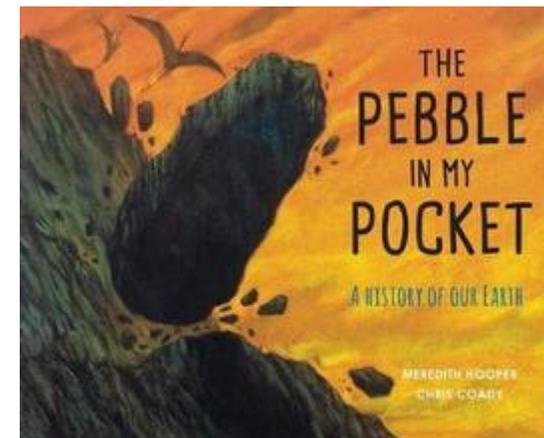


Good luck, work hard and enjoy!

We look forward to seeing your work in school.



A pebble in my pocket



Name _____

Class _____

To be handed in every Tuesday.
Homework will be returned & set on
Thursday

Children should be encouraged to use the support or extension tasks as appropriate.

A pebble in my pocket

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and the half term holidays. Bring completed tasks into school every Tuesday. The different pieces of work may be displayed in school so **HIGH QUALITY** work is expected. Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.

Throughout this topic, there are frequent extension activities to give those children who choose a further challenge.

Children are required to practise their writing targets when there is opportunity. Writing tasks and practical tasks are included to make the tasks fun and appealing to all. I hope you really enjoy these activities!

I will also give you a Maths activity to complete that is linked to our learning in school and at an appropriate level of challenge.

From Miss Redman

for Tuesday 16th January

Write and illustrate an acrostic poem of the word **pebble** or **stone**

- ** Include interesting descriptive vocabulary
- *** Include figurative language such as metaphors

for Tuesday 23rd January

Create an information page on the different types of rocks (igneous, metamorphic and sedimentary) and how they are formed

- *Find out about one of these types of rock
- ** Include subheadings, pictures, diagrams, text boxes and suitable information
- *** As 2* Add a glossary explaining some of the topic specific vocabulary. Highlight these words within the text.

Your page should look like pages in our rocks topic books. I will provide a brief page with some information to help. **Remember to put any information you find online or in books into your own words!**

for Tuesday 30th January

Produce an observational drawing of an interesting rock, fossil or crystal. Use colouring pencils, watercolours or oil pastels to add colour to your artwork.

- ** Add a short description of the rock using interesting descriptive vocabulary
- *** Add some brief factual information about the rock / crystal type you have chosen

(If you don't have one to draw you can do this in school one lunch time using the samples we have in class)

for Tuesday 6th February

Follow one of the recipes provided to make a rock inspired recipe!

- ** Write a tempting description to encourage people to make/eat them!
- *** Produce your own set of instructions explaining how you made them. Include suitable diagrams to help readers follow the recipe.