



Literacy

Week 1 - Monday

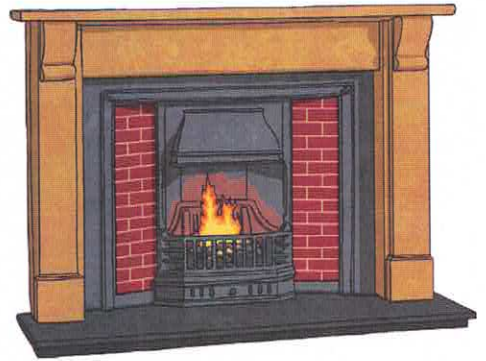
An Extract From

The Fires of Autumn by A.A. Milne

The most important piece of furniture in any room is the fireplace. For half the year we sit round it, warming ourselves at its heat; for the other half of the year we continue to sit round it, only because we are used to it and we are too lazy to move the chairs.

The lighting of the first fire of the autumn is certainly a special event. As much as I am sad that summer has gone, I cannot help but to rejoice in the first autumn days, days so cheerful and so very much alive. By November, the freshness has left them and I spend much time wishing that I could go back to August, or hop forwards to April. But it is in October that I taste the delights of the fireside again and find them to be even better than I had remembered.

Although I write 'October', this year it was in September that I lit my first fire. Perhaps as the owner of a new and (as I think) a very beautiful fireplace, I may be excused. At first, I wondered if a fireplace so delightful would even support a fire, so I struck the match nervously and waited. I watched as the sticks caught up the flame from the dying paper and handed it on to the coal. In a little while the coal had made room for the logs and my first autumn fire in my brilliant new fireplace was alive and dancing.



1. Find and copy three adjectives that the author uses to describe his fireplace.

2. Why do you think the author describes the first autumn days as 'so cheerful and so very much alive'?

3. Why do you think that the author lit his first fire a month earlier than normal?

4. This text was written almost one hundred years ago. Do you think people use their fireplaces as much today as they did then? Explain your answer.

An Extract From

Autumn by Arthur Ransome

Once upon a time, there lived four beautiful little girls, Spring, Summer, Autumn and Winter. Winter wore a white dress with red berries in her hair. Spring had a dress of bright green with a beautiful wreath of primroses and violets on her head. Summer dressed in deep green with a crown of leaves and flowers. However, Autumn was only allowed Summer's old dresses when they were faded and nearly worn out. Although Autumn was very unhappy about this she went about bravely with a smiling face.

One day, a fairy Godmother came into the garden and asked to see all her little Godchildren. Spring, Summer and Winter all put on their best frocks and came to see her, but poor Autumn could only wear Summer's old dress, which she did as well as she could. Autumn was shy because she knew that her dress was only an old faded one and not as pretty as the bright and eye-catching clothes of her sisters.

The Godmother greeted the others but, when she came to Autumn, she saw that all was not quite well. Autumn whispered that she was sorry that she was not looking as pretty as the others, but that she really could not help it because she had no frocks of her own. The Godmother smiled and took her in her arms. She held Autumn's hand and together they went into the garden, down to the edge of the pond.



1. Find and copy one word from the story which means the same as 'dress'.

2. Why does Autumn feel shy at the beginning of the story?

3. What do you think the fairy Godmother will do with Autumn?

4. Write about another story you know which has a fairy Godmother in it.

Week 1 - Tuesday

Autumn Poetry

Read through these autumn poems.

Which one is your favourite? Why?

Can you copy out your favourite and illustrate it?

Learn one of these poem and perform it to your family

Summer's End

By Judith Viorst

One by one the petals drop
There's nothing that can make them stop.
You cannot beg a rose to stay.
Why does it have to be that way?

The butterflies I used to chase
Have gone off to some other place.
I don't know where. I only know
I wish they didn't have to go.

And all the shiny afternoons
So full of birds and big balloons
And ice cream melting in the sun are done.
I do not want them done



A Bed in the Leaves

By Marian Kennedy

My yard is full of leaves today
Brown and yellow and gold
I think I'll rake them in a pile
Higher than my head

Then I'll pretend it is my bed
I'll jump in very quick
And pile their leaves up over me
For covers soft and thick

I'll just lie there so nice and warm
And look up in the sky
And watch more leaves float down for me
To rake up bye and bye



A LEAF

by Aileen Fisher

If I were a leaf
(but I wouldn't be)
I'd have to be tied
to a tree, tree, tree.
I couldn't walk off
(or skip or run)
and my nose would get burned
by the sun, sun, sun.
In summer I'd roast,
(in winter I'd freeze)
and all through October
I'd sneeze, sneeze, sneeze.



Autumn leaves

(tune-London Bridge)

Autumn leaves are falling down,
Falling down, falling down,
Autumn leaves are falling down,
Yellow, red, orange and brown!



Friday Week 1

A chill arrives in one soft breath, carrying with it
the laughter of children, punctuated by the crunch of leaves

Under small, sneakered feet.

The gaze of softly glowing faces
from porch steps follows them home

Up points a hand to one face, born of small, excited hands
clumsily wielding a carving knife

"**M**ine." With pride.

Night air kisses them goodbye at their doors,
and they move into the world of softly grumbling heaters
and dinner that will linger, warm and happy, in full sleepy stomachs.



AUTUMN Acrostic

A

Amazing colors

U

Under appreciated season

T

Time for raking leaves

U

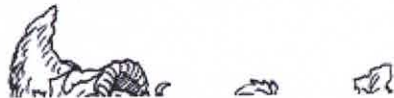
Usually gets cooler

M

Many leaves fall

N

Nice time for a cozy fire



Autumn

Apple pie is a smile you can eat
Uncle uses a mountain of spooky
decorations
The foliage is like an abstract
painting
Under the pressure of the end of the
first term
Mom's applesauce makes the whole
house smell like a delicious pastry
Nothing is more satisfying than the
crackle of leaves

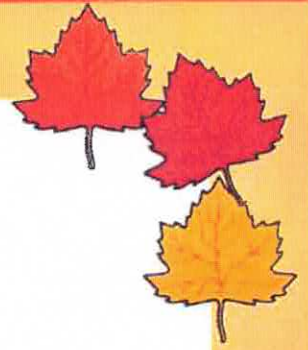
Apples falling and

Umber leaves,

Tumbling to the ground.

Underfoot are acorns and conkers,

Many colours all around,



A _____

U _____

T _____

U _____

M _____

N _____



H _____

A _____

R _____

V _____

E _____

S _____

T _____



Week 2 - Monday

The Sound Collector - by Roger Mcgough



A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried it away



The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock



The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes



The hissing of the frying pan
The ticking of the grill
The bubbling of the bath tub
As it starts to fill



The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain



The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair



A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

Week 2 - Tuesday

The Sound Collector - Comprehension Questions

1. Who is the sound collector?

2. Where did the sound collector put the sounds?

3. What sound verb is used to describe the bathtub?

4. What sound verb is used to describe the raindrops?

5. Which two words rhyme in stanza 4?

6. Which two words rhyme in stanza 6?

7. What time of day did the sound collector call?

8. What colour clothes is the sound collector wearing?

9. What tense is used in this poem?

10. What is the poem about?

11. Where does the poem take place? Explain your answer

12. What is the poet describing in the line 'The crunching of the flakes'?

13. Why does the poem end with life will never be the same?

Week 2 - Wednesday



Ideas for Week 2 Thursday

Beautiful

Crisp

Brown

Rusty

Peaceful

Crackle

Whisper

Warm

Bumpy

Smooth

Rustle

Wet

Dry

Blue

White

Lovely

Scratchy

Squelchy

Beautiful

Crisp

Brown

Rusty

Peaceful

Crackle

Whisper

Warm

Bumpy

Smooth

Rustle

Wet

Dry

Blue

White

Lovely

Scratchy

Squelchy

Optional when writing your own poem
(Friday Week 2)



My Autumn Sensory Poem

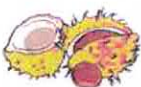
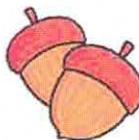
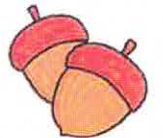
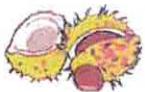
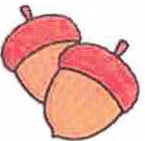
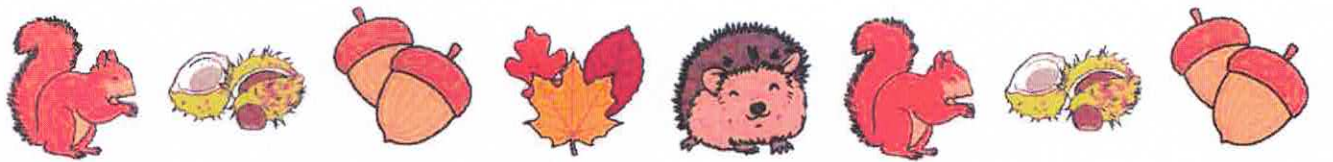
In the Autumn I see..

In the Autumn I hear..

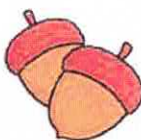
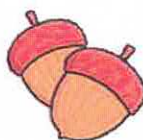
In the Autumn I taste..

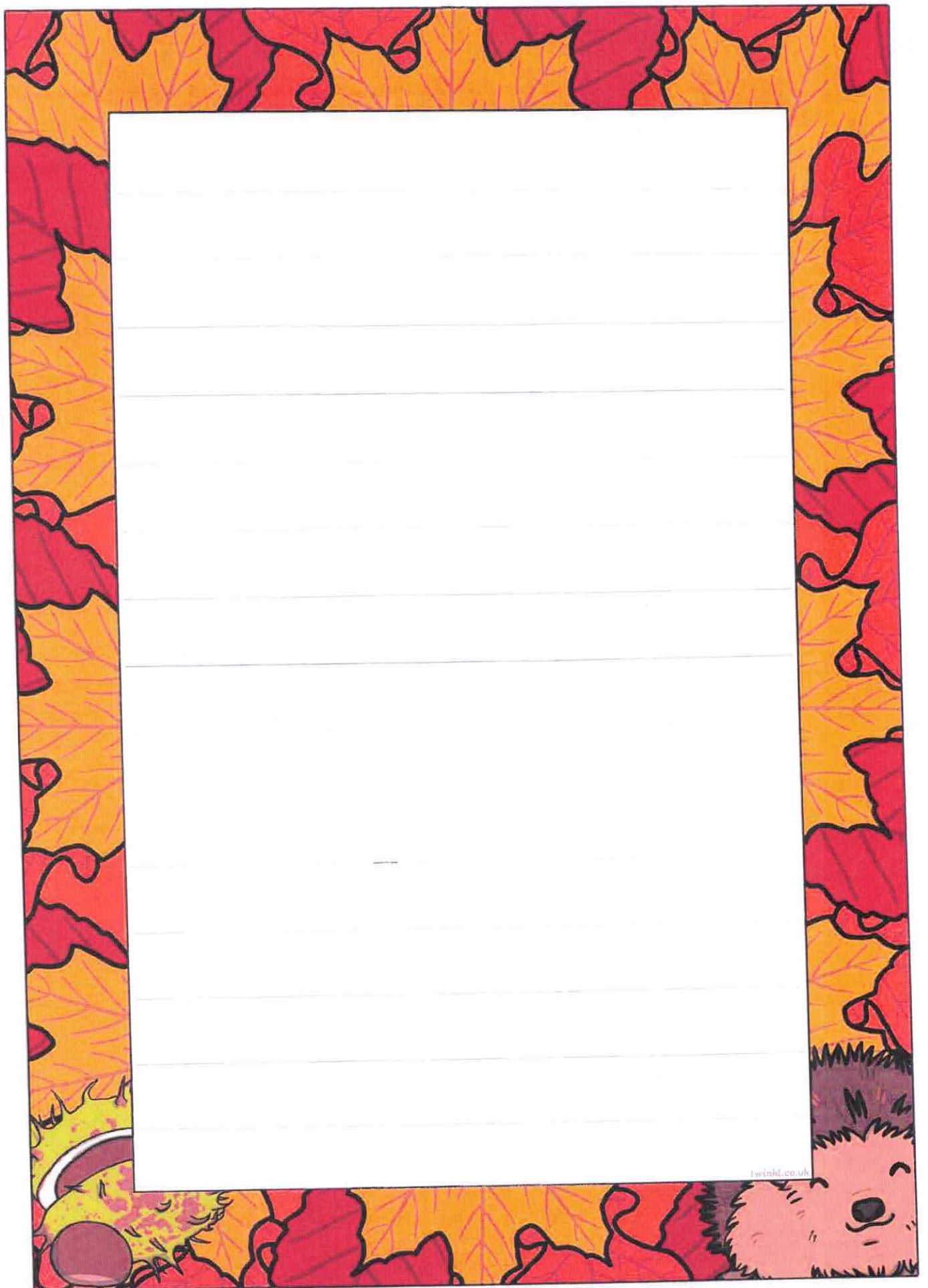
In the Autumn I smell..

In the Autumn I feel..



twinkl.co.uk



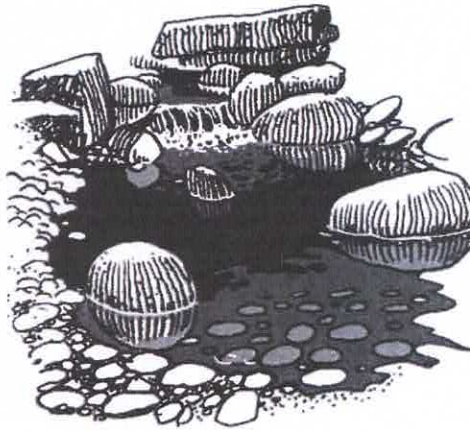




Science

Rocks

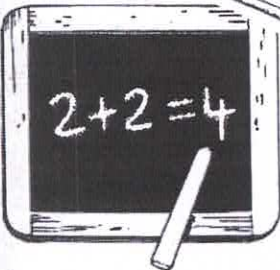
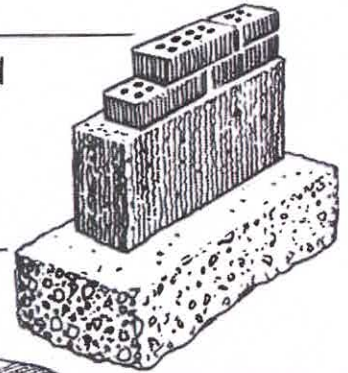
Rocks are found all over the world - on beaches, in streams and buried under the ground. Humans find the properties of rock very useful for making things such as buildings, walls, roads and drains.



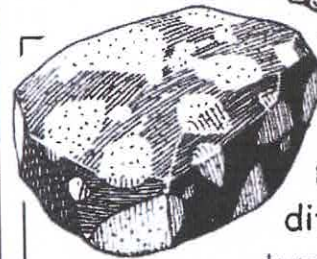
Some rocks are hard e.g. flint is good for arrowheads.

Some rocks do not allow water to soak through. They are called waterproof or impermeable e.g. slate is good for roofs. Some rocks soak up water like a sponge. They are called permeable e.g. limestone.

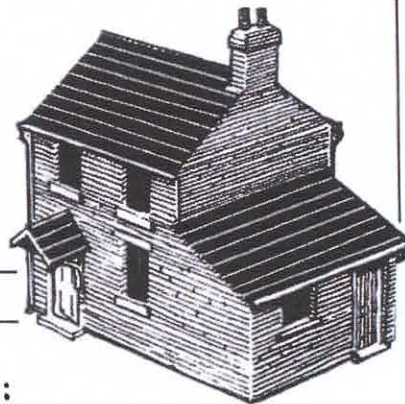
Concrete and bricks are man-made rocks.



Some rocks are soft e.g. chalk is good for writing.



Some rocks appear to be a mixture of different rock types.



We eat one common kind of rock every day - salt!



Task

Answer these questions:

1. Where can rocks be found?
2. What can flint be used for?
3. Can some rocks soak up water like a sponge?
4. What is another name for a waterproof rock?
5. Is it possible to eat a rock?
6. Where do bricks come from?
7. Draw diagrams showing people making use of different types of rock.

Name: _____

Date: _____

Are all rocks hard?

Collect different samples of rock and number them.

Try scratching each rock with your fingernail.

Try scratching each rock with a steel nail.

Write down what you found out.

Which do you think is the hardest rock?



First make a prediction

What do you think will happen in this experiment?

Blank space for writing a prediction.

Carry out the experiment and write what happens

Draw a picture of what you did:

Blank space for drawing the experiment.

Record what happens here:

Scratched with...

| | Fingernail | Steel Nail |
|--------|------------|------------|
| Rock 1 | | |
| Rock 2 | | |
| Rock 3 | | |
| Rock 4 | | |
| Rock 5 | | |

What I did:

Blank space for describing what was done.

What I saw change:

Blank space for describing observations.

Why I think this happened:

Blank space for explaining the results.

Are all rocks very hard?

Blank space for answering the question.

Week 2 - Monday

Name: _____

Date: _____

Rocks

Find six different rocks.
Carefully draw and colour

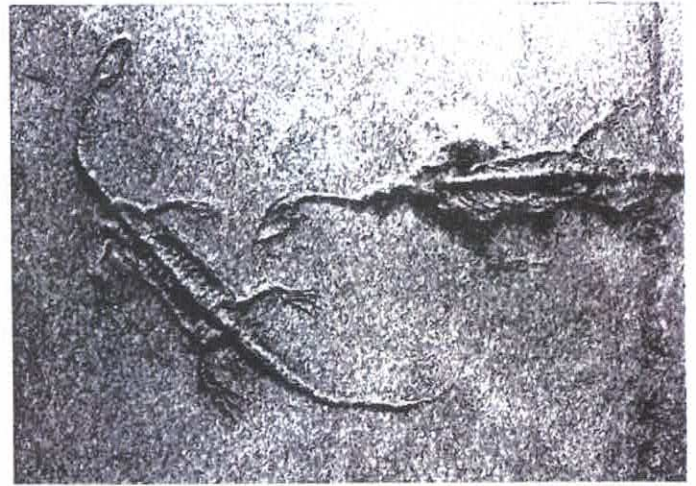


each one. Write where you found them. Name them if you can.

Where found...

Fossils

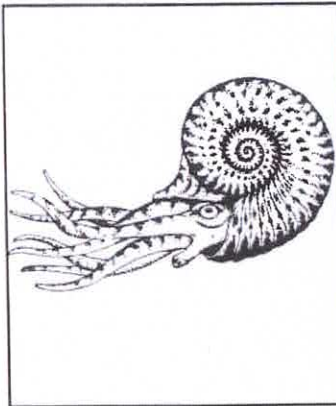
Fossils are the hardened remains or impressions of animals and plants that lived a very long time ago. A fossil may be a shell, a bone, a tooth, a leaf, a skeleton, or even sometimes an entire animal. Fossils take a long time to form and are at least 10,000 years old.



When an animal or plant dies, it may fall into mud or soft sand and make a print or mark. Another layer of mud or sand then covers the body. Over time the body rots away. The mud or sand eventually hardens into rock preserving the shape left by the body, leaving an animal or plant-shaped hole in the rock. This hole is called a mould fossil.

Sometimes, over even longer periods of time, the mould becomes filled with minerals. The minerals eventually harden into rock. This is called a cast fossil.

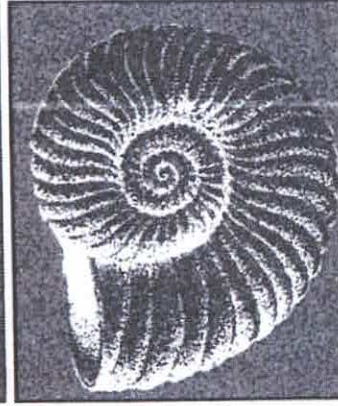
Most fossils are found in areas that were once in or near the sea.



Ammonites are common fossils.



When the ammonite died it was buried on the sea bed.



The animal dissolved away to form a hollow mould fossil.



The mould was later filled with minerals to form a cast fossil.

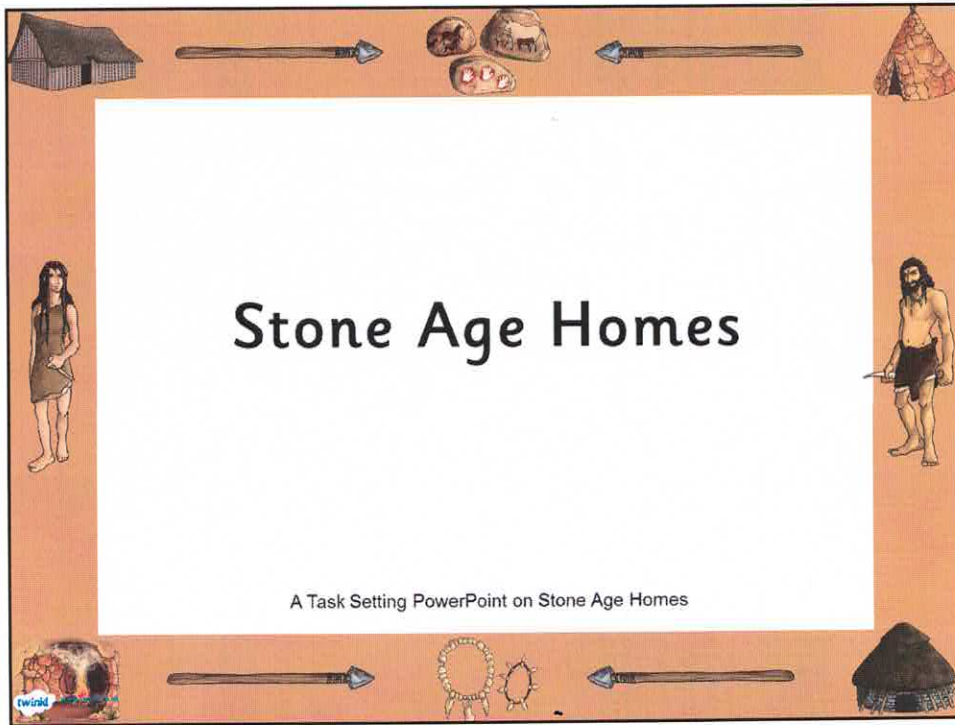
Task

Answer these questions:

1. What are fossils?
2. What are fossils made from?
3. How old are fossils?
4. What is a fossil-shaped hole called?
5. What is a fossil made from hard rock called?
6. Where are most fossils found?
7. Draw diagrams showing how fossils can be made.



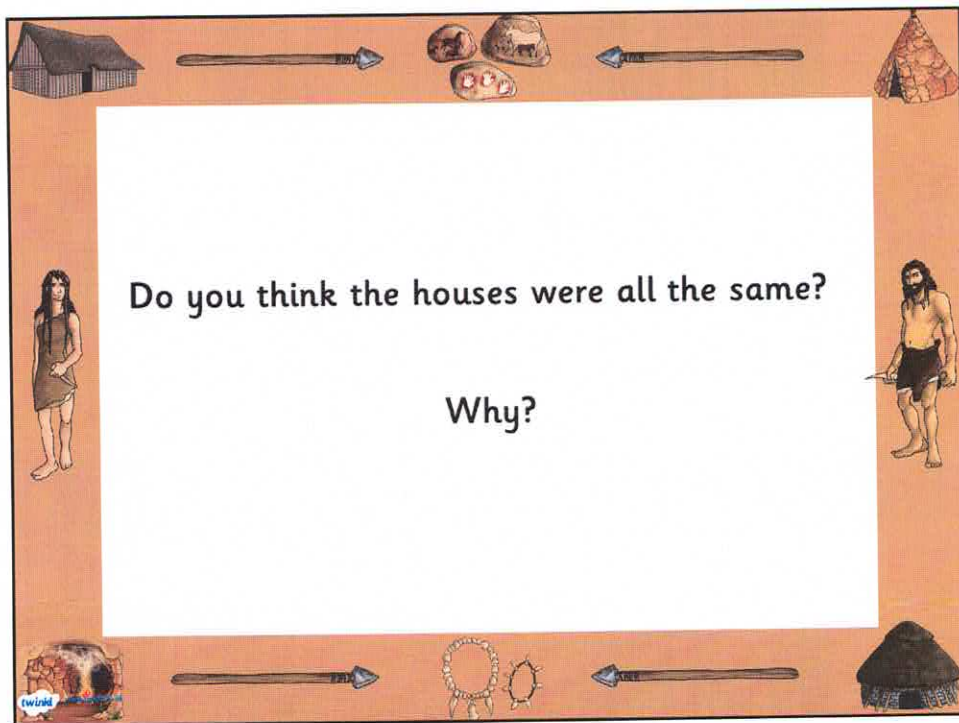
Art/D.T



Stone Age Homes

A Task Setting PowerPoint on Stone Age Homes

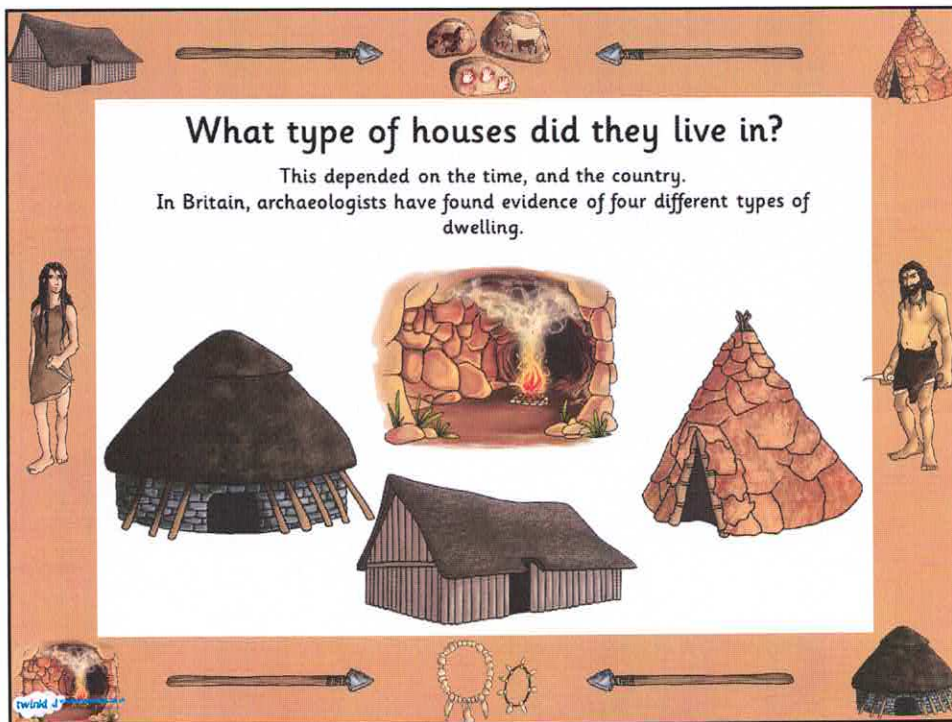
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Do you think the houses were all the same?


Why?

7

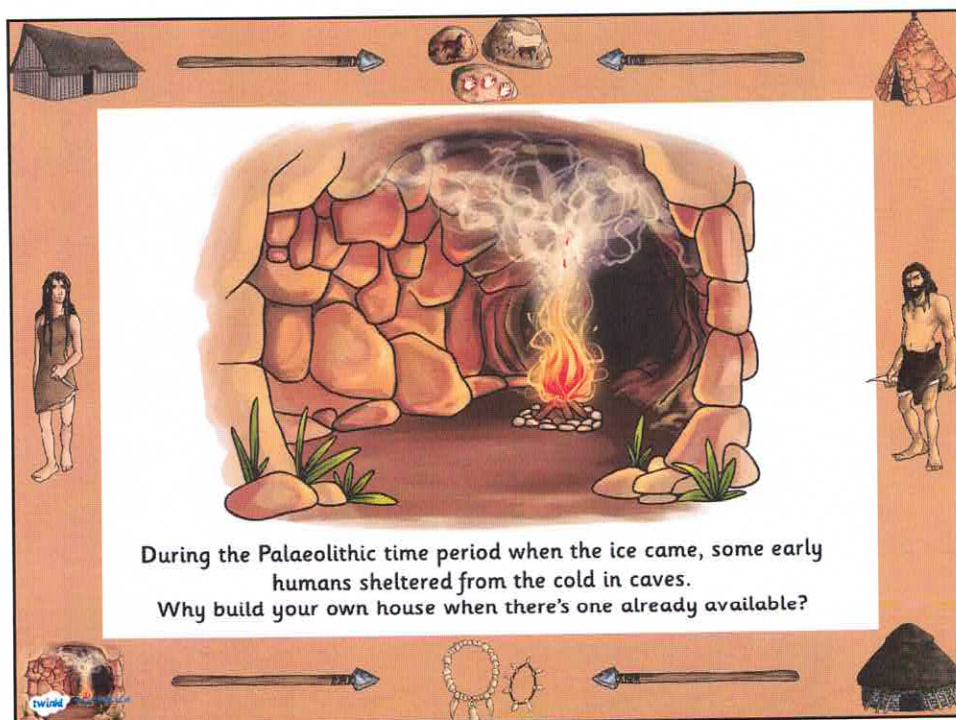


What type of houses did they live in?

This depended on the time, and the country.
In Britain, archaeologists have found evidence of four different types of dwelling.

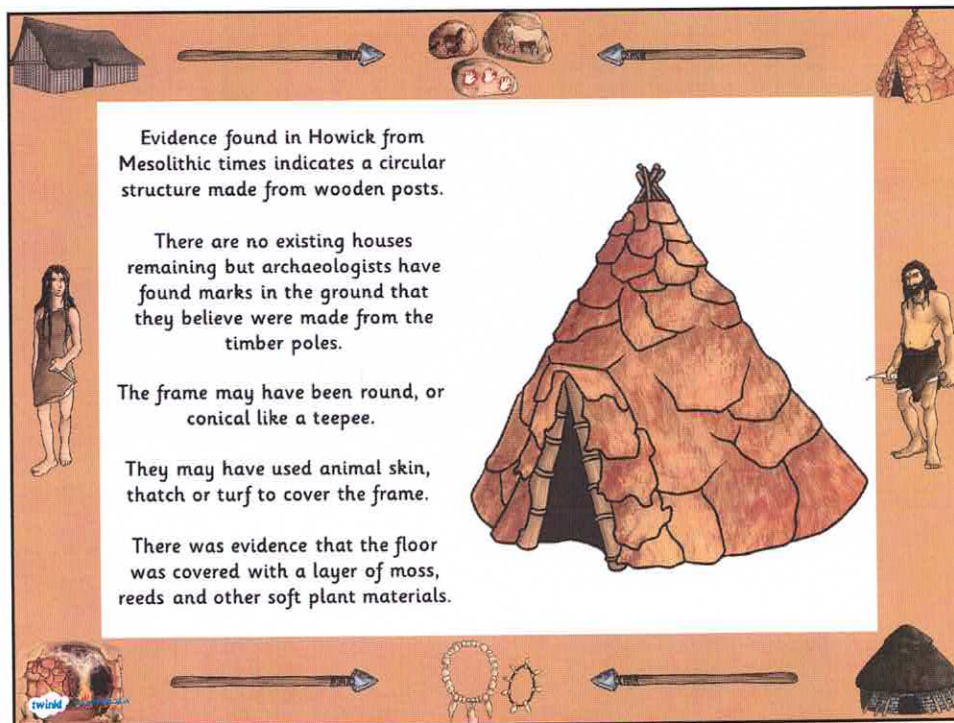


8



During the Palaeolithic time period when the ice came, some early humans sheltered from the cold in caves.
Why build your own house when there's one already available?

9



Evidence found in Howick from Mesolithic times indicates a circular structure made from wooden posts.

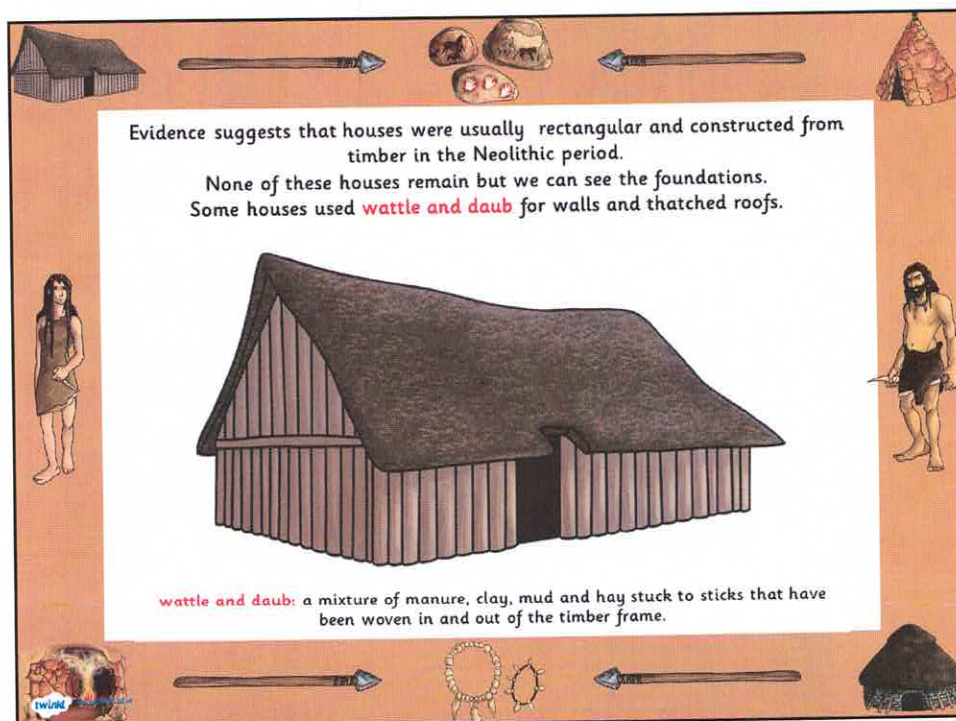
There are no existing houses remaining but archaeologists have found marks in the ground that they believe were made from the timber poles.

The frame may have been round, or conical like a teepee.

They may have used animal skin, thatch or turf to cover the frame.

There was evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

10

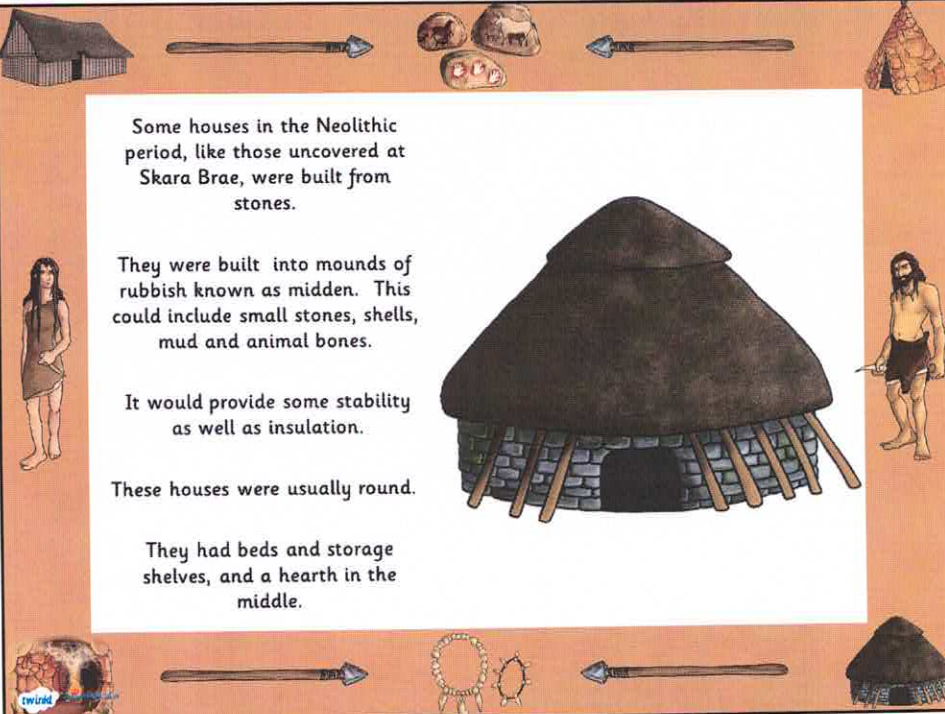


Evidence suggests that houses were usually rectangular and constructed from timber in the Neolithic period.

None of these houses remain but we can see the foundations. Some houses used **wattle and daub** for walls and thatched roofs.

wattle and daub: a mixture of manure, clay, mud and hay stuck to sticks that have been woven in and out of the timber frame.

11




Some houses in the Neolithic period, like those uncovered at Skara Brae, were built from stones.

They were built into mounds of rubbish known as midden. This could include small stones, shells, mud and animal bones.

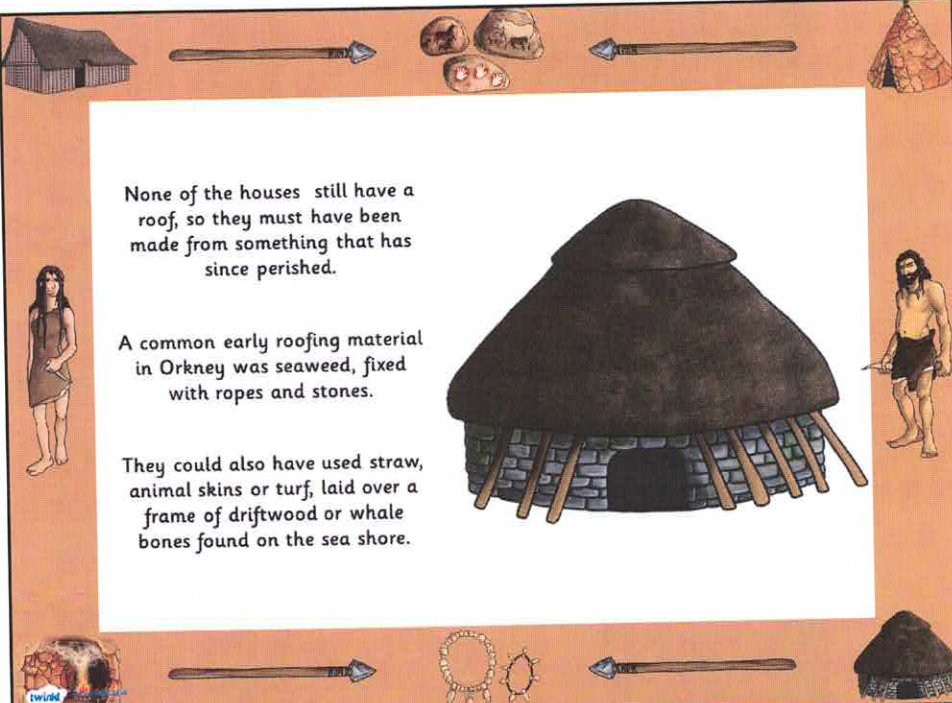
It would provide some stability as well as insulation.

These houses were usually round.

They had beds and storage shelves, and a hearth in the middle.




12



None of the houses still have a roof, so they must have been made from something that has since perished.

A common early roofing material in Orkney was seaweed, fixed with ropes and stones.

They could also have used straw, animal skins or turf, laid over a frame of driftwood or whale bones found on the sea shore.



13