

Hello Primary 5!

Mr Burton, Miss Melrose and Mr Smith would like to wish you and your families a Happy New Year. We thank you again for supporting learning from home.

Below you will see a timetable for the **week beginning 11<sup>th</sup> January 2021**.

There are 3 tasks per day – literacy, numeracy and 'other'. Each task should take around 30 mins to complete. The resources for each task will be uploaded daily on an Assignment on Microsoft Teams. This will allow you to hand in your work when completed if you would like feedback. Teachers will try to feedback promptly. Don't forget, [Sumdog](#), reading and spelling could be practised every day. Use the code ecj9657 to access Epic Reading online.

You can leave comments on the Assignment to ask your teacher any questions about the task during the day.

We hope that this timetable provides you with some structure. Remember that a balanced routine with plenty time to relax, exercise and play is important too.



[Link to Sumdog](#)

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p><b>Spelling</b>  <b>LI: To use spelling rules to help me understand and spell new words.</b></p> <p>SC:  I can choose an appropriate spelling list.  I can spell tricky words using the double consonant rule.</p> <p><b>Task:</b>  1) Look at the spelling lists on the PDF and choose a list for this week.  2) Look Cover Write Check  3) Choose a Spelling Activity from the PDF to practise.</p>	<p><b>Reading</b>  <b>LI: To use clues from a front cover and blurb to make predictions about a novel.</b></p> <p>SC:  I can use evidence from the text to support my predictions.  I can develop background knowledge about a book.</p> <p><b>Task:</b>  1) Open the PDF to look at the front cover and blurb. Make a prediction of what you think will happen in this book.  2) Research background information about the book. (also on PDF)</p>	<p><b>Reading</b>  <b>LI: To listen to a text and answer comprehension questions.</b></p> <p>SC:  I can listen and read along with a text.  I can use higher order thinking skills to answer questions.</p> <p><b>Task:</b>  1) Watch and listen to the recording of Chapter 1.  2) Complete the comprehension worksheet. If this is tricky, follow the link to a multiple-choice quiz.</p>	<p><b>Writing</b>  <b>LI: To use Scot's dialect in my writing.</b></p> <p>SC:  I can have a go at translating Scots words.  I can use an online Scots dictionary to find the meaning of Scots words.  I can use Scots words to write dialogue.</p> <p><b>Task</b>  1) Complete the Scots Words worksheet.  2) Use Scots words to write a short Scots dialogue/conversation between two characters.</p>	<p><b>Literacy Choice</b>  <b>LI: To make choices for independent learning.</b></p> <p><b>SC:</b>  I can choose an appropriate literacy task/s.</p> <p><b>Task Options</b>  1) Reading for Enjoyment – Epic Reading code ecj9657  2) Typing Club for touch typing  3) Spelling Training website  4) Find a Scottish poem to practise reading aloud.</p> <p>You have 30 minutes. You could use this time for one task, or split the time between two tasks.</p>
Numeracy	<p><b>Number of the Day</b>  <b>LI: To solve a range of calculations.</b></p> <p>SC:  I can select an appropriate challenge.  I can use a range of strategies to solve calculations.</p> <p><b>Task:</b>  Choose a number of the day from the worksheet and</p>	<p><b>Tuesday Choose Day</b>  <b>LI: To develop quick recall of basic facts.</b></p> <p>SC:  I can choose a task which will help me work towards my learning targets.  I can make choices for independent learning.</p> <p><b>Task:</b>  1) Remember what colour of Basic Facts level you are</p>	<p><b>Calculation Strategies</b>  <b>LI: To use the expanded column method for addition.</b></p> <p>SC:  I can use place value to split a number into hundreds, tens and ones.  I can set my work out neatly using columns.</p> <p><b>Task:</b>  1) Watch the instructional video.</p>	<p><b>Word Problems</b>  <b>LI: To solve addition word problems.</b></p> <p>SC:  I can understand a word problem.  I can use an appropriate strategy to solve a word problem.</p> <p><b>Task:</b>  1) Choose a level of worksheet.</p>	<p><b>Maths</b>  <b>LI: To carry out money calculations.</b>  To calculate durations of activities and events.</p> <p>Extra Hot SC: I can calculate time using five-minute intervals and 24-hour time.  I can calculate the total cost up to £50.</p> <p>Hot SC: I can calculate time using 15-minute intervals.</p>

	<p>have a go at the ten questions. There are some extra challenges for you to try as well!</p>	<p>(Yellow, Red, Blue, Green or Purple). 2) Find your grid in the PDF and choose an activity to help you practise a basic facts skill. There are a mix of activities to choose – online, partner games, written tasks.</p> <p>You have 30 minutes to practise so you might choose more than one activity.</p>	<p>2) Have a go at an Expanded Column worksheet – there are different challenge levels. 3) Try the column method worksheet, which skips the need to write out the expanded number.</p>	<p>2) Read the word question carefully, highlighting the key words. 3) What sum do you need to do? 4) Use a strategy to work out the answer – you could try using the addition strategy from yesterday.</p>	<p>I can calculate the total cost up to £20.</p> <p>Spicy SC: I can calculate time using half past and o'clock. I can calculate the total cost up to £2.</p> <p>Mild: I can tell the time using o'clock, half past, quarter to and quarter past.</p> <p><b>Task:</b> Carefully read the text about the Scotland rugby team and complete the word questions.</p>
Other (Health and Wellbeing, IDL, Exp Arts)	<p><b>Health and Wellbeing</b> LI: To recognize and communicate my emotions, thoughts and ideas.</p> <p>SC: I can communicate how I am feeling. I can interact appropriately online.</p> <p><b>Task:</b> Open up the Form on the assignment. There are some questions for you to answer. Only your teacher will see your answers – this is a chance to check in with your teacher directly and communicate any feelings, thoughts and ideas.</p> <p>We are looking for topic ideas for online learning</p>	<p><b>Science</b> LI: To investigate how compression and tension forces work.</p> <p>SC: I can use spaghetti to build a bridge that will hold a weight. I can discuss the meaning of tension and compression.</p> <p><b>Task:</b> Build a spaghetti bridge using spaghetti, tape and elastic bands that will hold the weight of a bag of sugar.</p>	<p><b>PE</b> LI: To create an obstacle course and complete at least three laps of the course.</p> <p>SC: I can move with purpose and confidence, demonstrating balance, control and rhythm. I can perform a sequence of movements with a clear beginning, middle and end with increasing fluency.</p> <p><b>Task:</b> Build an obstacle course in your house or garden. (The more activities it has, the better.)</p> <p>Get someone in your household to record you doing 3 laps of your assault course.</p>	<p><b>Art</b> LI: To respond to an artist's work and create my own interpretation.</p> <p>SC: I can discuss what I like/dislike about Paul Klee's continuous line art and why. I can use line and texture to create my own interpretation.</p> <p><b>Task:</b> 1) Look at the picture of Paul Klee's 'Taking the line for a walk' drawing. 2) Discuss what you like/dislike and write down why you feel this way. 3) Watch the Youtube video of how to create your own interpretation of 'Taking the line for a walk'.</p>	<p><b>Feedback Friday</b> LI: To evaluate my success and challenges of the week.</p> <p>SC: I can communicate my thoughts and feelings.</p> <p><b>Task:</b> It is the end of our first week back! Your teachers would like to know how you got on this week with your online learning, and are eager to adapt learning to suit you all.</p> <p>Open up the Form on the Assignment and answer the questions. It would be good to do this with your adult so we can learn what is working for you all at home.</p>

	and are excited to see what you would like to learn!		Can you get someone else in your household to give it a go?  Share your recordings please.	4) Upload a picture of your art for us to see.	
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