

Hello Primary 5!

Miss Melrose, Mr Burton, Mr Smith and Miss Duncan were so impressed with your effort and learning last week.

Below you will see a timetable for the **week beginning 1st February 2021**.

This week we will be;

- Literacy – Reading chapter 6 and 7 of Charlotte’s Web, and writing a persuasive letter to save Wilbur
- Numeracy - Developing our times table facts and multiplication strategies
- IDL – Designing a bird box, learning about more Sustainable Goals and learning about Mental Health Week.

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

We will have live meetings this week:

- Monday Check in at 10am with Mr Burton
- Wednesday Check in at 2pm with Miss Melrose
- Friday at 10am with Miss Melrose – Wear your favourite PJs and Pet Show and Tell (ask parent permission if you would like to show a pet!)

We hope that this timetable provides you with some structure.

Remember to read for enjoyment, practise spelling words and practise numeracy on Sumdog a little bit each day.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p>Spelling LI: To use spelling rules to help me understand and spell new words.</p> <p>SC: I can choose an appropriate spelling list. I can spell words with the past tense 'ed' making a 't' sound.</p> <p>Task: 1) Look at the spelling lists on the PDF and choose a list for this week. 2) Read and say each word aloud. Can you hear the 't' sound at the end? 2) Look Cover Write Check - do this daily! 3) Choose a task from the spelling grid to help you practise your words.</p>	<p>Reading - Chapter 6 LI: To show my understanding of a text in a multiple answer quiz.</p> <p>SC: I can read a question carefully. I can try out multiple answers and select the one I think fits best.</p> <p>Tasks: 1) Listen and read along with Chapter 6 of Charlotte's Web. 2) Have a look at the mild and spicy quiz questions and choose which one to complete.</p>	<p>Reading and Writing – Chapter 7 LI: To plan a persuasive letter</p> <p>SC: I can listen and read along with a text. I know the purpose of a persuasive letter. I can identify the features of a persuasive letter.</p> <p>Tasks: 1) Listen and read along with Chapter 7 "Bad News". (5 mins) 2) Watch and work through the planning video to help you plan a persuasive letter to persuade Mr Zuckerman not to kill Wilbur. (15 mins) 3) Begin to plan out your letter. (10 mins)</p> <p>You could finish this off tomorrow. I would recommend doing this in your jotter as we will continue this task tomorrow.</p>	<p>Writing LI: To write a persuasive letter</p> <p>SC: I can layout a letter. I can use persuasive language. I can use correct punctuation and spelling.</p> <p>Task: 1) Finish your planning from yesterday. Then, use this to help you write your persuasive letter to Mr Zuckerman. 2) There is a template you could print to write on, or you can set it out similarly in your jotter.</p> <p>Refer to the Ice Cream/Sprinkles success criteria attached to the assignment.</p>	<p>Literacy Choice LI: To make independent learning choices.</p> <p>SC: I can identify my next steps and work towards learning goals.</p> <p>Task: Choose from one of the following options for literacy:</p> <p>1) Reading for Enjoyment 2) Touch typing at www.typingclub.com 3) Spelling Training at www.spellingtraining.com 4) Free Writing 5) Pobble Writing (PDF attached)</p> <p>You have 30 minutes. You might choose to do one longer task for 30 minutes, or two shorter tasks for 15 minutes each.</p>

Numeracy	<p>Daily Challenge</p> <p>Ll: To solve a range of calculations.</p> <p>SC: I can select an appropriate challenge. I can use a range of strategies to solve calculations.</p> <p>Task: Choose a challenge level (mild*, hot** or spicy***) and have a go at ONE of the worksheets.</p> <p>Once you've finished, have a go at creating and posting your own <i>What could the question be? challenges</i> and see if any of your classmates can solve them!</p>	<p>Maths/Technologies</p> <p>Ll: To design a nest box.</p> <p>SC: I can solve a design challenge involving measurement, area and perimeter. I can use appropriate shapes and materials to solve a design challenge. I can develop and communicate my ideas through diagrams.</p> <p>Task: One way to help protect endangered birds is to create nest boxes. Nest boxes placed in gardens can make a real difference to the success or failure of a species in an area, especially when accompanied by the regular supply of suitable food and water. So P5, your challenge is to design a nest box.</p> <ol style="list-style-type: none"> 1) Read and follow the instructions in the design brief. 2) Think about the factors to consider when creating a nest box. 3) Draw a plan and picture of your nest box design. 4) Work out the calculations needed. 5) Upload your design and calculations. <p>Extra Challenge:</p>	<p>Fact Families</p> <p>Ll: To complete and create multiplication and division fact families.</p> <p>SC: I can quickly recall multiplication and division facts I can understand the relationship between multiplication and division and show it with fact families.</p> <p>Task: We are going to practice recalling multiplication and division facts as a warm-up to looking at some multiplication strategies on Thursday.</p> <p>Choose a challenge level (mild*, hot** or spicy***) and have a go at ONE of the worksheets.</p> <p>There are also times table wheels and practice sheets attached for you to do some extra work on your times tables if you want.</p> <p>Have a think about some creative ways you could practice your times tables and share your ideas with us! You could perhaps create a multiplication and/or division game or write your tables in a creative way or create a colourful multiplication grid.</p> <p>Finally, reflect on what you found easy or difficult to</p>	<p>Multiplication Strategies</p> <p>Ll: To derive multiplication facts to solve problems between 0-10,000.</p> <p>SC: I can use times table facts I already know in different ways. I can double times table facts. I can multiply by 10 or 100.</p> <p>Task: 1) Watch the video and follow along with the instructional tasks. 2) Choose a level of worksheet to complete. 3) Traffic light how you got on.</p>	<p>Who is the impostor?</p> <p>Ll: To determine which calculations are needed. To solve problems using a range of methods.</p> <p>SC: I can select an appropriate 'Among Us' challenge. I can use a range of strategies to solve calculations. I can work out what sum is the impostor.</p> <p>Task: 1) Look at all challenge levels before deciding which challenge you would like to complete. Try to pick the challenge that is challenging but not too difficult. 2) Complete all the sums on the grid and show your working. 3) You are looking for one answer which is wrong, and this is the impostor. 4) Extra challenge: Can you create your own impostor grid and upload it to the quiz page for others to try?</p>
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Other (Health and Wellbeing, IDL, Exp Arts)	<p>Mental Health Week - Express Yourself</p> <p>LI: To express my thoughts and feelings through artwork or a creative activity.</p> <p>SC: I can notice and express my feelings. I can explore healthy ways of expressing myself. I can make links between healthy self-expression and good mental wellbeing.</p> <p>Task: 1) Listen to the guided mindfulness exercise. 2) Be curious about how you feel and what you notice. Remember whatever you feel is okay! 3) Create an artwork which expresses and reflects how you are feeling.</p> <p>Think about:</p> <ul style="list-style-type: none"> • Colour • Lines • Shapes • Texture <p>Use whatever materials you think best express how you</p>	<p>IDL - Sustainability</p> <p>LI: to discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.</p> <p>SC: I can identify different types of pollution and explain what impact they can have on the planet. I can identify an area of environmental pollution on a map and explore ways to reduce environmental pollution. I can identify at least two things I can do daily to lower pollution levels.</p> <p>Task: 1) Watch the video about several types of pollution. How many examples of pollution do you see in the video? Are there any the video has not covered? 3) Think about your local area. How many of these are problems near where you live. Do you think these</p>	<p>PE/HWB</p> <p>LI: To be able to complete a run and develop my stamina. To learn how to record my heart rate and understand why this is important.</p> <p>SC: I can complete a run at either Gold, Silver or Bronze level. I can monitor my heart rate successfully. I can explain why it is important to monitor your heart rate.</p> <p>Task: 1) Complete either the Gold, Silver or Bronze level for the fitness session. 2) Monitor your heart rate before and after your session. 3) You should complete the task at least once, but you can do it more than once if you think you can. 4) Answer the questions after you have completed the session and submit on</p>	<p>IDL - Campaign poster</p> <p>LI: to discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way.</p> <p>SC: I can discuss the threats of plastic waste to our oceans. I can generate and explore ideas to better control discarded trash from entering our oceans.</p> <p>Task: 1) Look at the images of the animals, seas and oceans that have been damaged through plastic pollution. 2) Write down what you think may have happened before and after these pictures were taken. For example: it might have been a sunny day and lots of people were at the beach. 3) Present an imaginary journey of how a plastic</p>	<p>HWB - Feedback Friday LI: To reflect on my learning journey.</p> <p>Complete the 4 context grid for your learning this week. You can include photos and text to show what you have been learning this week.</p> <ul style="list-style-type: none"> • Opportunities for personal achievement • Interdisciplinary Learning • Curriculum Areas and Subjects • Ethos and life of the school as a community <p>Refer to the recording of last week's Teams Meet to help remind you what each context is.</p>

	<p>feel e.g. paint, pen, collage, items from nature, etc.</p> <p>We are all different and will find different creative ways to express ourselves. So, if you'd prefer to express yourself in another way such as writing a poem or lyrics to a song or choreographing a dance that's fine too.</p> <p>4) Give whatever you create an appropriate title such as Happy Monday, Blue Afternoon, Crazy Times, etc. and upload it for us to see.</p> <p>5) Finally, take a moment to check-in with how you felt before and after this task.</p>	<p>have become bigger problems or that it used to be worse?</p> <p>3) Read the information about water pollution in the Ganges River, India. Locate this on the provided map and highlight/list the problems and how they are trying to make this better.</p> <p>4) Can you list at least two things that you can think about daily to help decrease pollution levels in your local community?</p>	<p>Microsoft Teams to confirm you have completed the task.</p>	<p>item on land travels to the ocean (by wind, waterway, dumping, etc.), is weathered in the ocean and what happens when it is encountered by marine life (is eaten by the animal, etc.).</p> <p>Your imaginary journey can be shown through a comic, a poster or anything else you can think of.</p> <p>4) Think about your average day, visits to the market or shops, to a restaurant etc and all the times you encounter plastic as a convenience as opposed to a necessity.</p> <p>5) Focus on your chosen issue and write a paragraph explaining what the threat is, why it damages the ocean and beyond (e.g. effect on the wider environment and on people) and how your solution can help.</p>	
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