

## Hello Primary 5!

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

This week we will be;

- continuing to read Charlotte's Web and will learn a Scots Poem in literacy;
- using strategies for subtraction in numeracy and creating data graphs in Maths ;
- learning about Scotland in the 'other' tasks;
- Starting our Animals topic.

Below you will see a timetable for the **week beginning 18<sup>th</sup> January 2021**.

There are 3 tasks per day – literacy, numeracy and 'other'. Each task should take around 30 minutes to complete. The resources for each task will be uploaded the previous day at 4pm.

To avoid unnecessary printing, we would like to encourage learners to practice their digital skills when completing and 'handing in' their assignments, such as taking a photo of their jotter/work to upload or attaching a word document.

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.

Please remember you are invited to join a Teams Meet on Monday at 10am.

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 5 words and write each of them in a sentence.  Remember to:</p> <ul style="list-style-type: none"> <li>• Use correct punctuation</li> <li>• Use interesting vocabulary</li> <li>• Vary your sentence openers and structure</li> </ul>	<p><b>Reading - Chapter 2</b>  <b>LI: To listen to/read a text and respond using reading skills.</b></p> <p>SC: I can use context clues to work out unfamiliar vocabulary.</p> <p><b>Tasks:</b>  Open the Reading Task Map.</p> <p><b>Task 1: Click the link to listen to Chapter 2</b> and write down any unfamiliar vocabulary as you listen. Try to find out or use context clues to work out what they mean.</p> <p><b>Task 2:</b> Choose either a Writing Task or a Choice Task from the grid.</p>	<p><b>Reading - Chapter 3</b>  <b>LI: To listen to/read a text and respond using reading skills.</b></p> <p>SC: I can summarize what has happened in a chapter.</p> <p><b>Tasks:</b>  Open the Reading Task Map.</p> <p><b>Task 1: Click the link to listen to Chapter 3.</b> After you have listened, sum up what happens in the chapter in 5 sentences or less.</p> <p><b>Task 2:</b> Choose either a Writing Task or a Choice Task from the grid. This will depend on what you chose to do yesterday – For example, if you did a Writing Task yesterday then you should do a Choice Task today.</p>	<p><b>Scottish Poetry</b>  <b>LI: To read with expression.</b>  <b>To develop an understanding of Scots words.</b></p> <p>SC: I can listen to and read a Scots poem.  I can translate parts of the poem.  I can read with expression.</p> <p><b>Task:</b>  1) Listen and watch the reading of “A dug, a dug”.  2) Use the worksheet to help you translate parts of the poem.  3) Have a go at reading the poem aloud. You could perform it with a partner, or record it for your teacher to see.</p>	<p><b>Grammar</b>  <b>LI: To develop my knowledge of synonyms and use them to improve my writing.</b></p> <p>SC: I know what a synonym is and why we use them.  I can use an online thesaurus to find synonyms.</p> <p><b>Task:</b>  1) Watch the BBC Bitesize instructional video about synonyms linked on the assignment.  2) Complete the Synonym Spider Web by thinking of more interesting words which have the same meaning.</p>
Numeracy	<p><b>Daily Challenge</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>Calculation Strategies</b>  <b>LI: To use written strategies to solve problems.</b></p> <p>SC:  I can subtract ones.  I can subtract multiples of ten.  I can subtract multiples of a hundred.</p>	<p><b>Data Handling</b>  <b>LI: To investigate and compare weather around the world. To present my findings on a graph.</b></p> <p>SC: I can create a bar chart with:</p> <ul style="list-style-type: none"> <li>• A title explaining what it shows</li> <li>• An appropriate scale</li> </ul>	<p><b>Word Problems</b>  <b>LI: To solve subtraction word problems.</b></p> <p>SC: I can understand a word problem.  I can use an appropriate strategy to solve a subtraction word problem.</p>	<p><b>Basic Facts</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> Choose a challenge level (mild*, hot** or spicy***) and have a go at the questions.</p> <p>You could even have a go at creating your own challenge questions when you've finished!</p>	<p>I can subtract multiples of a thousand. I can use place value to split a number into thousands, hundreds, tens and ones. I can set my work out neatly using expanded columns or columns.</p> <p><b>Task:</b> 1) Look at the guidance PowerPoint with audio which explains the strategy (watch in slide show mode to see the pointer) 2) Have a go at the Expanded Column worksheet – there are different challenge levels to choose from 3) Try the Column worksheet, which skips the need to write out the expanded number – there are also different challenge levels to choose from</p> <p>*up to 100 **up to 1000 ***up to 10,000</p>	<ul style="list-style-type: none"> <li>• Labels to show categories and numbers</li> <li>• Bars of the same width</li> <li>• An equal gap between each bar</li> </ul> <p><b>Task:</b> Find out about weather in five different countries around the world in January compared to Scotland. You may need to compare cities.</p> <p>Choose an aspect of weather to investigate from the following options and compare with Scotland:</p> <ul style="list-style-type: none"> <li>• Average rainfall</li> <li>• Hours of sunlight</li> <li>• Average temperature</li> <li>• Wind speed</li> </ul> <p>Present your information on a bar graph. There is an example for you in the assignment.</p> <p>This is a good website for creating graphs <a href="https://www.mathsisfun.com/data/bar-graph.html">https://www.mathsisfun.com/data/bar-graph.html</a></p> <p>And this is a good website for comparing temperature and rainfall in different places around the world <a href="https://climatecharts.net/">https://climatecharts.net/</a></p>	<p><b>Task:</b> 1) Choose a level of worksheet. 2) Read the word question carefully, highlighting the key words. 3) What is the number sentence that the word problem is asking you to calculate? 4) Use a strategy to work out the answer – you could try using the subtraction strategy from Tuesday.</p>	<p><b>Task:</b> 1) Remember what colour of Basic Facts level you are (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>
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<p>Other (Health and Wellbeing, IDL, Exp Arts)</p>	<p><b>Science</b></p> <p>LI: To identify and classify examples of living things. I can relate physical and behavioural characteristics to their survival or extinction.</p> <p>SC: I can identify characteristics of an animal from Scotland. I can describe how an animal has adapted to their environment, for example using flight.</p> <p><b>Task:</b></p> <p>1) Find a Scottish animal that you are interested in. If you are struggling, complete the quiz and find out what animal you are: <a href="https://scottishwildlifetrust.org.uk/scotlands-wildlife/species-quiz/">https://scottishwildlifetrust.org.uk/scotlands-wildlife/species-quiz/</a></p> <p>2) Research your chosen animal using the internet or any books you may have at home.</p> <p>3) Create a PowerPoint or a poster highlighting the facts you have found out about your chosen animal. (Have a look at my PowerPoint on Highland Cows for help if you are struggling.)</p> <p>We would love at least 5 facts about your animal. Some ideas for your facts:</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Extinct or surviving?</li> <li>• Height?</li> </ul>	<p><b>HWB/History</b></p> <p>LI: to investigate why a group of Scottish people from a particular time in the past were celebrated. To develop and apply movement skills with increased control.</p> <p>SC: I can research famous Scottish football players and identify what made them famous. I can choose eleven players I would like to be in the one team for one match only and describe why I have chosen these players. I can control a ball/other object when carrying out skills.</p> <p><b>Task:</b></p> <p>1) Research famous Scottish footballers. You could find different ways of doing this: for example, internet or talking to family members. You could look at the last Scottish team that competed at the World Cup, for example.</p> <p>2) Choose your team of eleven players between the players you have researched and the players in the current Scotland squad. Why have you chosen them?</p> <p>3) Grab a ball or something else and improve your football skills.</p>	<p><b>HWB/History</b></p> <p>LI: to use my skills and talents to contribute to the growth of wellbeing in others. To develop confidence when preparing and cooking food.</p> <p>SC: I can carry out a number of tasks when preparing food such as: weighing and measuring, chopping and baking. I can organise a Burn's Supper for my family to celebrate a famous Scottish person.</p> <p><b>Task:</b></p> <p>1) Make invitations for your family to attend a Burns Supper at home.</p> <p>2) Plan the menu and help cook the meal – or use this online game to help plan a virtual meal: <a href="http://cookincastle.com/game">http://cookincastle.com/game</a></p> <p>3) Learn and practise some poems, Scottish songs and dances to perform after the meal.</p> <p>4) Take any videos/pictures to let us see your excellent work.</p> <p><b>OR!!!</b></p> <p>LI: to research information on interesting places to visit in my local city.</p> <p>SC: I can identify historic landmarks in Edinburgh.</p>	<p><b>Art</b></p> <p>LI: To respond to an artist's work and create my own interpretation.</p> <p>SC: I can discuss what I like/dislike about Charles Rennie Mackintosh's rose design. I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept feedback on my own and other's work.</p> <p><b>Task:</b></p> <p>1) Look at the range of pictures of Mackintosh's 'Rose' design.</p> <p>2) Can you think of anywhere you may have noticed this design?</p> <p>2) Discuss what you like/dislike and write down why you feel this way.</p> <p>3) Watch the YouTube video of how to design your own 'Rose design' You can try to challenge yourself by adapting it.</p> <p>4) Upload a picture of your art for us to see.</p>	<p><b>HWB</b></p> <p>LI: To make full use of and value my learning opportunities to encourage learning and growth in others.</p> <p>SC: I can reflect on my learning and use this to help others learn. I can create a quiz/form about Scotland for my family/friends to complete.</p> <p><b>Task:</b></p> <p>1) Think about all the things you have learned about Scotland this week and before Christmas. Make a list of at least 10 things you have really enjoyed.</p> <p>2) Create a quiz for your family/friends about some of the things you have learned. You can simply write this down on paper or follow the instructions to create a form/quiz through glow.</p> <p>3) Why not post your quiz to the channel to see if other people can answer your questions.</p>
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