

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 25th January 2021**.

This week we will be;

- Continuing to read Charlotte's Web in literacy and will answer comprehension questions to show our understanding;
- Taking part in the RSPB Big Schools Birdwatch as part of our Animals and Data Handling topics;
- Applying our strategies learned previously for addition and subtraction sums, before moving on next week;
- Learning about the UN's Sustainable Goals;
- Continuing your research about Scottish animals in a powerpoint project.

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

We will have three live meetings this week.

- Monday at 10am – check-in hosted by Mr Burton.
- Wednesday at 2pm – learning check-in hosted by Miss Melrose
- Friday at 10am – check in and reflection of the week's learning, hosted by Miss Melrose.

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.

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 tricky words using the double consonant rule.</p> <p>Task: 1) Look at the spelling lists on the PDF and choose a list for this week. 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 4 LI: To answer higher order questions about a text.</p> <p>SC: I can listen and read along with a text. I can read a question carefully and use higher order thinking skills to answer.</p> <p>Tasks: 1) Listen and read along with Charlotte's Web – Chapter 4. 2) Complete the question worksheet.</p>	<p>Reading – Chapter 5 LI: To respond to a text.</p> <p>SC: I can give my personal opinion about a story.</p> <p>Task:</p> <p>Chapter 5 is a long one! So, our task today is simply write down:</p> <ul style="list-style-type: none"> • What do you like about the story so far • What do you dislike • What questions do you have • What connections have you made to other stories/themes. <p>Use the worksheet as a template.</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>	<p>Writing LI: To write a poem based on why questions.</p> <p>SC: I can read and listen to a poem. I can brainstorm 'why' questions. I can use expressive language and have fun with my writing, knowing there are no wrong answers.</p> <p>Task: 1) Listen and watch the reading "from the Book of Why?" 2) Use the worksheet to help you come up with your own why questions. 3) Try to arrange your poem according to sentence length.</p>

Numeracy	<p>Daily Challenge LI: 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 the questions.</p> <p>Once you've finished, have a go at creating and posting your own <i>What number am I?</i> questions and see if any of your classmates can work them out!</p>	<p>Calculation Strategies LI: To use written strategies to solve addition and subtraction problems.</p> <p>SC: I can add and subtract ones. I can add and subtract multiples of ten. I can add and subtract multiples of a hundred. I can add and 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>Task: 1) Look at the 'Top Tips' PowerPoint to recap the expanded column and column addition and subtraction strategies we have been learning. 2) Have a go at ONE of the worksheets to consolidate your learning. There are different challenge levels to choose from.</p> <p>* numbers up to 100 (Mild) ** numbers up to 1000 (Spicy) *** numbers up to 10,000 (Hot)</p>	<p>Data Handling - RSPB Big Schools' Birdwatch. LI: To record the types of birds I see in the environment. To present my findings on a graph.</p> <p>SC: I can recognise and classify birds by observing their characteristics. I can create a bar chart of my results. I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p>Task: As part of working toward achieving RSPB's Wild Challenge Award, one of our first activities is to participate in the annual RSPB Big Schools' Birdwatch.</p> <p>1) Find a quiet place where you can see or be in the outdoor environment for about 10 – 20 minutes. For example, you could look out of a window or go into your garden, if you have one, or stand quietly in the local park or woods when out on a walk. 2) Stay as still and quiet as possible and observe the birds you see. 3) Use tally marks to record which birds and how many of each of them you see. You can use the Bird Watch sheet to help you.</p>	<p>Number Talks LI: To explain how to solve a number problem.</p> <p>SC: I can interpret a word problem I can show and talk about my strategy.</p> <p>Task: 1) Watch the Class Notebook tutorial. 2) Choose a challenge level and use Class Notebook to write/draw your strategy. 3) Use the audio record button to record yourself explaining how you worked it out.</p> <p>(If you are using a tablet or phone, you might have to download the OneNote app and login using Glow to access Class Notebook.)</p>	<p>Basic Facts LI: To develop quick recall of basic facts.</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>Task: 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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Other (Health and Wellbeing, IDL, Exp Arts)	<p>Edinburgh Research</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. I can present information about the local historic landmarks that I see in a PowerPoint.</p>	<p>PE/HWB</p> <p>LI: To maintain my physical fitness. To plan a safe walking route in my local area.</p> <p>SC: I can identify landmarks in my local area. I can plan a walking route with an adult.</p>	<p>IDL</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 describe what the Sustainable Goals are and how they are important for the planet.</p>	<p>IDL</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 how humans have played a</p>	<p>HWB - Feedback Friday</p> <p>LI: To reflect on my learning journey.</p> <p>LIVE MEETING 10am</p> <p>We will have a live meeting to catch up and discuss our highlights/challenges of the week.</p>

	<p>Task: 1) Watch the video that Mr. Burton has recorded with some historic landmarks in Edinburgh. 2) Talk to a parent/carer about what the landmarks are called or look at the attached document and search for images of the names of the landmarks to find out the name of each one. 3) Create a PowerPoint or poster using any facts that you have found out about the local historic landmarks.</p>	<p>I can keep track of my steps using a fitness tracker.</p> <p>Task: 1) Mr McGachie has also been walking around the local area visiting all of the primary schools. You can watch this video first to spot some local places! 2) Have a look at the route map used by Mr McGachie. You could use this walking route, or you could plan your own. 3) Complete your walking route with an adult, keeping track of your steps using a phone, app or fitness watch.</p> <p>Take photos on your walk, or take a screenshot of your route and steps.</p> <p>Extra Challenge: Walk to a different local primary school each day. There are 5 to visit</p> <ul style="list-style-type: none"> • Burnbrae • Bonnyrigg • Hawthornden • Lasswade • St Mary's <p>Remember to follow social distancing rules.</p>	<p>I can identify at least three ways in which people can live in a more environmentally responsible way. I can create a poster that highlights the three Sustainable Goals that I believe can make the most important impact on the planet.</p> <p>Task: 1) Watch the video explaining the Sustainable Goals. 2) Imagine you are Boris Johnson or President Biden. Think about the biggest problems faced by people in our local community/worldwide. 3) Create a poster that highlights the 3 goals that are most important to you and draw/write what people could do to help us achieve these goals. 4) You may also want to draw the icons of the 3 goals that are most important to you. 5) Challenge: Write a short statement that describes what the Sustainable Goals mean to you for us to tweet.</p>	<p>role in endangering life below water/on land. I can identify a sea animal/land animal that has become endangered/extinct and give examples of why this has happened. I can make suggestions of things humans can do to benefit life below water/on land.</p> <p>Task: 1) Watch the video about the effects that humans are having on life below water/on land. 2) Think about the Sustainable Goals task yesterday, in particular numbers 13 and 14 (life below water and life on land). Why are these important? 2) Research an animal/group of animals below water/on land that are currently struggling to survive/have become extinct. Think about:</p> <ul style="list-style-type: none"> • Why they have struggled. • What impact have humans had on this? • What can humans do to benefit the animals? 	<p>We will introduce the 4 contexts of the curriculum and ask you to think about these in relation to your own 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
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				<ul style="list-style-type: none">• How can you help? What can you be more aware of? <p>3) Create a PowerPoint/Poster on your chosen endangered animal and the part humans can play on eradicating the problems below water/on land.</p>	
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