

## Primary 6 – Issued 18<sup>th</sup> January 2021

## Literacy Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
Reading – Introduction to our new novel study	Reading – Chapter 1 Tom's Midnight Garden	Grammar	Writing	Talking and Listening
<p><b>L.I. I am learning to use my prior knowledge to make a prediction.</b></p> <p><b>S.C.</b></p> <ul style="list-style-type: none"> <li>- I can write a detailed paragraph about my prediction.</li> <li>- I can use clues from the book (title, blurb, illustrations, author) to make a prediction.</li> </ul> <p><b>Task:</b> Open the PowerPoint and listen to Mrs Briggs introduce our new novel. Thinking about the name of the title, the author, illustration, and the blurb make a prediction on what you think the book will be about.</p> <p><b>The PowerPoint includes:</b></p> <p>Slide 1: Mrs. Briggs introducing our new class novel called Tom's Midnight Garden</p> <p>Slide 2: Details of illustration and blurb</p> <p>Slide 3: WAGOLL - use this for an idea of What a Good One Looks Like.</p>	<p><b>L.I. I am learning to answer comprehension questions</b></p> <p><b>S.C.</b></p> <ul style="list-style-type: none"> <li>- I can use the video of Mrs Briggs reading to support answering questions correctly</li> <li>- I can use the question to help answer in a full detailed sentence.</li> </ul> <p><b>Task:</b> After listening to Mrs Briggs reading chapter 1 of Tom's Midnight Garden complete the comprehension question as detailed in the PowerPoint.</p> <p><b>Extension:</b> Give Tom 3 pieces of advice so that he can cope with leaving home while Peter is ill.</p>	<p><b>L.I. I am learning to explore the function of an apostrophe.</b></p> <p><b>S.C.</b></p> <ul style="list-style-type: none"> <li>- I can use an apostrophe and s to show something belongs to someone.</li> <li>- I can use an apostrophe to contract a word</li> </ul> <p><b>Task:</b></p> <p>Watch the 14-minute teaching video about apostrophes.</p> <p>You will need your jotter and pencil.</p> <p>You will also need to pause the video to complete activities in your jotter.</p> <p>Once you have completed the tasks in your jotter please take a photo and upload to the assignment.</p> <p><b>Plenary</b> – traffic light your work. How did you find this activity?</p> <p><a href="https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-6xj66d?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-6xj66d?activity=video&amp;step=1</a></p>	<p><b>L.I. I am learning to explore the different features writers use in different types of poetry</b></p> <p><b>S.C.</b></p> <ul style="list-style-type: none"> <li>- I can use my knowledge of Scots language to write a poem inspired by Robert Burns</li> <li>- I can include at least 10 Scottish words</li> </ul> <p><b>Task:</b></p> <p><b>Listen or read 'Address tae a Haggis' or 'Tae a moose/louse'</b></p> <p><a href="https://www.youtube.com/watch?v=wO_tdp8pYxg">https://www.youtube.com/watch?v=wO_tdp8pYxg</a></p> <p><b>Robert Burns wrote these poems and they are very detailed focussing on the item, whether it is Haggis a mouse a louse. Burns describe how e feels about the wee mouse for example, good and bad opinions of how he feels about it. He is speaking directly to the haggis, mouse and louse.</b></p> <p><b>Try and write your own poem about something important in your life. For example your dog, your phone, your sibling, your gaming station.</b></p> <p><b>Your poem should be titled 'Tae a ...'</b></p> <p><b>Here are some more examples of similar style and that include similar features such as short verses, Rhyming and Scots words</b></p> <p><a href="https://oran-mor.co.uk/tae-a-virus/">https://oran-mor.co.uk/tae-a-virus/</a></p>	<p><b>L.I. I am learning to summarise a text.</b></p> <p><b>S.C.</b></p> <ul style="list-style-type: none"> <li>- I can identify the main parts of the chapter and summarise the <b>important</b> events.</li> </ul> <p><b>Task:</b> Watch Mrs. Briggs prerecording of Tom's Midnight Garden – chapter 2.</p> <p>This recording will be on Teams.</p> <p>After listening to chapter 2 share with someone at home what the main events of the chapter were.</p> <p>Remember you don't need to include needless details, keep it short and to the point.</p>

<b>Extension:</b> Create an alternative front cover and blurb.			Attached to the assignment 'Tae a thistle'	<b>Include:</b> Who? What? When? Where? Why?
<b>Remember to complete your daily tasks: Spelling, Reading for a minimum of 30 minutes. You should also access Education City for a variety of Literacy games.</b> Epic Reader; Class Code:     P6A: mci8132   P6B Xgg8039				

## Primary 6: Numeracy and Maths Grid for week beginning 18<sup>th</sup> January 2021

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy	Numeracy	Maths	Problem Solving	Skills practice
<p>LI: To convert between fractions and decimals  LI: To convert fractions to decimals with a calculator  LI: To order fractions and decimals  SC:  <b>I can challenge myself</b>  <b>I can show my thinking and working out</b>  <b>I can self-assess my learning</b></p> <p>There are different LI's depending on the level of challenge you choose for Monday and Tuesday's learning this week. We would like you to watch this video today which will explain the concepts around fractions and decimals.</p> <p><a href="https://classroom.thenational.academy/lessons/recognising-decimal-tenths-part-1-ctgkcd?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/recognising-decimal-tenths-part-1-ctgkcd?activity=video&amp;step=1</a></p> <p>After watching the video, please look at the tasks and choose your challenge for today.  We have loaded five tasks for this learning and we would like you to try to complete at least two tasks over Monday and Tuesday this week.</p>	<p>LI: To convert between fractions and decimals  LI: To convert fractions to decimals with a calculator  LI: To order fractions and decimals  SC:  <b>I can challenge myself</b>  <b>I can show my thinking and working out</b>  <b>I can self-assess my learning</b></p> <p><b>(Continuation of Monday's learning.)</b></p>	<p>LI: To use a budget  SC:  <b>I can challenge myself</b>  <b>I can show my thinking and working out</b>  <b>I can self-assess my learning</b></p> <p>This is a fun task! You get to design a dream sandwich and work out how much it would cost to create. There are three levels of challenge within the task.</p>	<p>LI: To use organisation and reasoning skills to solve problems  SC:  <b>I can challenge myself</b>  <b>I can show my thinking and working out</b>  <b>I can self-assess my learning</b></p> <p>We have included three sets of challenges this week, along with the answers, where we have explained how to reach them.</p> <p>Please read the sheet at the front of the tasks for further instruction.</p>	<p>LI: To improve my mental maths skills  SC: <b>I can improve the time it takes me to solve problems</b></p> <p>Use the attached Basic Facts Bingo sheets to practice skills to help you improve your mental maths skills. We have also included the targets for each stage too so you can set your own targets.</p> <p>Aim to complete at least three tasks each session.</p>

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HWB	IDL	IDL	P.E	Expressive Arts
<p>L.I. To learn about the different food groups and the role of nutrients</p> <p>S.C.</p> <p>I can organise food into the five main food groups</p> <p>I can identify the main nutrient and why it is essential to maintain a healthy body.</p> <p><u>Task</u></p> <p><u>Use the Interactive Eatwell Guide to drag and drop food into the correct food group.</u></p> <p><a href="https://www.foodstandards.gov.scot/education-resources/the-interactive-eatwell-guide">https://www.foodstandards.gov.scot/education-resources/the-interactive-eatwell-guide</a></p> <p><u>Complete these questions in your jotter (take a photo of your work and upload to Teams):</u></p> <p>1. Look at the relative sizes of the food groups. Which groups should we eat the most of? Why?</p>	<p>L.I. I am learning to read with fluency, understanding and expression.</p> <p>I am learning to choose voice appropriately for the role I am taking, considering the pace, characterisation and emotions required to perform.</p> <p>S.C</p> <p>I can learn and understand and recite a poem by Robert Burns (preferably off by heart) By understanding the poem and it's meaning I can portray a character/use emotion and recite it to an audience</p> <p><u>Task</u></p> <p>1, Choose one of the attached poems</p> <p>2. Read it through and research the words that you are unsure of their meaning.</p> <p>3. Watch someone performing it or listen to a recording of your chosen poem.</p> <p>4. Learn it off by heart, this will be a task that you return to for the next 2 weeks so do not panic.</p> <p>5. Be sure to perform it, it should be entertaining. Use your accent, pace, volume and body language to make it interesting.</p>	<p>L.I. I am learning to identify and classify examples of living things.</p> <p>I am learning to compare my local area with an area outside of Britain</p> <p>S.C. I can compare and contrast the living things in my local area with those in an area outside of Britain</p> <p>I can describe the effects the weather has on different wildlife in my area compared to those in another country</p> <p><u>Task:</u></p> <p>Watch the PowerPoint Wild In Scotland and do the activities within it either; in your jotter, on the attached word document or in your head.</p> <p>Then compare Scotland with another country outside of Britain and either create your own fact file or use the country comparison worksheet to help you with ideas.</p> <p>Pay particular attention to the animals outdoors at the minute and how Scotland's weather affects our wildlife compared to the animals in Australia in January for example,</p>	<p>L.I. - To maintain focus &amp; concentration to anticipate where the ball will go</p> <p>SC- To be able to catch 15/20 feeds with either hand</p> <p><u>Catching hand eye coordination VIDEO 1</u></p> <p><a href="https://drive.google.com/file/d/1G7mOwxZ4ESJWNeuKJb4mu7wLj8w0ifwP/view?usp=sharing">https://drive.google.com/file/d/1G7mOwxZ4ESJWNeuKJb4mu7wLj8w0ifwP/view?usp=sharing</a></p> <p><u>Equipment Needed:</u></p> <p>Tennis Ball &amp; Bucket or ... Socks &amp; Bin/Table tennis ball &amp; Jar</p> <p><u>Task</u></p> <p>Task 1 - 20 Feeds, catch with either hand</p> <p>Task 2 - 20 Feeds catch with one hand (dominant hand first, other hand behind your back)</p> <p><u>Teaching Point:</u></p> <p>Eyes focused on the feed of the ball, hands out ready to catch, wide palms</p> <p><u>How quickly can you catch all 20 feeds and put them in the bucket?</u></p>	<p><u>Expressive Arts</u></p> <p>L.I To create and present work that shows developing skill in using visual elements and concepts</p> <p>S.C.</p> <p>I can choose the materials I would like to use</p> <p>I can choose a landscape, a portrait, a piece created using technology</p> <p><u>Task</u></p> <p>Create a piece of artwork which demonstrates the stark contrast between city life and country life in Scotland.</p> <p>Use materials of your choice and ask your teacher if you need additional resources.</p> <p>Be creative, you could do it using your device, pieces of newspapers, recycled materials such as sweetie papers, it could be a model, it could be a pencil drawing, you could do it with leaves, stones, twigs etc outside. This really is your interpretation, be brave, be</p>

<p>2. In which group can you find potatoes? Why are they in this group? What other foods would you find in this group?</p> <p>3. Foods high in fat, salt and sugars are at the edge of this guide. Why is this?</p> <p>4. Fibre is important in the diet. Which food groups (and types of food) contribute towards fibre intake?</p> <p>5. List the food and drinks you had yesterday. How does this match the Eatwell Guide? How could the list be improved?</p> <p><b>Tip</b></p> <p>Read through the Eatwell Guide booklet to gather more information to help answer the questions.</p>	<p>6. Record your poem when you have practised it and are confident with it. Upload to the assignment. These should be submitted by 29th January.</p> <p>Attached is a senior pupil at The Dance school of Scotland (Aaron has given permission for you to use it as inspiration)</p> <p>Good luck and enjoy!</p>	<p>Display your findings in any way you wish</p> <ul style="list-style-type: none"> <li>-You may use the attached worksheet</li> <li>-You could investigate the animals in your garden/street and present in a bar or pie chart</li> <li>-You could draw a poster</li> <li>-You could do a news report and record yourself giving the information.</li> </ul> <p>Be creative!</p>	<p>Record your efforts in the attached file or even better film yourself doing it, we would all love to see!</p> <p><b>You never know the teachers might give it a bash too!</b></p>	<p>creative and have a growth mindset!</p>  <p>Image found on Pinterest      Inspired Art Project</p>
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