

## Primary 6 – Issued 25<sup>th</sup> January 2021

## Literacy Tasks

| Monday  | Tuesday   | Wednesday  | Thursday   | Friday  |
|---|---|--|--|---|
| Reading – Tom Midnight Garden Chapter 3   | Reading – Chapter 4 Tom's Midnight Garden   | Grammar  | Writing  | Talking and Listening   |
| <p><b>L.I. I am learning to create a visualisation to show my understanding of a text.</b></p> <p><b>S.C.</b><br/>           - I can create an annotated drawing of my visualisation of the garden.<br/>           - I can use evidence from the text to support my ideas<br/>           - I can research plant species and tricky words to help my understanding of a text.</p> <p><b>Task:</b> Open the link to the PowerPoint detailing the instructions for the task. Listen to Miss Murray read chapter 3. Think about the questions whilst listening to the chapter.</p> <p>Listen particularly carefully to the description of the aunt and uncle's garden. Use the extract from p19/20.<br/> <b>You will now sketch your visualisation.</b></p> <p>Please make sure you have used the description from the text to create an annotated drawing.</p> <p><b>Upload a picture to teams from your jotter.</b></p> <p><b>Extension:</b> Design and annotate your dream garden.</p> | <p><b>L.I.</b> I am learning to identify tricky words and find their meaning.</p> <p><b>S.C.</b><br/>           I can identify a word I am unsure of the meaning.<br/>           - I can use context clues to make a guess of what the word or phrase means<br/>           - I can use a dictionary to check the meaning.</p> <p>Task: Listen to Mrs Briggs read chapter 4. Then copy and complete the table from the PowerPoint in your jotter or a Word Document provided. Finally upload to Teams.</p> <p><b>Extension:</b> Use the new words in a sentence.</p> | <p><b>L.I. I am learning to</b> identify and use antonyms and synonyms.</p> <p><b>S.C.</b><br/> <b>All will</b> use common antonyms in a sentence<br/> <b>Most will</b> recognize the difference between antonyms and synonyms<br/> <b>Some will</b> use higher level vocabulary for antonym sentences.</p> <p>A <b>synonym</b> is a word that has the same, or nearly the same, meaning as another word.</p> <p>An <b>antonym</b> is a word that has the opposite meaning to another word.</p> <p><b>Task:</b> Choose your challenge of worksheet. You can complete your work on the editable sheet, or in your jotter and upload a photo.</p> <p>1 Star – mild<br/>           2 star – hot<br/>           3 star – spicy</p> <p><b>Tip:</b> Use the answers for suggestions of synonyms and antonyms if you are stuck. You will find this on the final page of the worksheet.</p> <p><b>Plenary:</b><br/>           Share your sentences with the class or with someone from home.</p> | <p><b>L.I. I am learning to write a suspense story.</b></p> <p><b>S.C.</b><br/>           I can create my own story map to retell the Adventure of Sandy Cove<br/>           I can pay particular attention for key words that build suspense.<br/>           I can retell it in my own words by just looking at the images.</p> <p>Task: Create your own story map in your jotter to retell the Adventure of Sandy Cove.</p> <p>Use the PowerPoint provided for key teaching,</p> <p>Plenary: Share the story map with someone at school or home.</p> | <p><b>L.I.</b> I am learning to summarise a text.</p> <p><b>S.C.</b><br/>           - I can identify the main parts of the chapter and summarise the <b>important</b> events.</p> <p><b>Task:</b> Watch Mrs. Briggs prerecording of Tom's Midnight Garden – chapter 5.</p> <p>This recording will be on Teams.</p> <p>After listening to chapter 5 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> <p><b>Include:</b> Who? What? When? Where? Why?</p> |







**Remember to complete your daily tasks: Spelling, Reading for a minimum of 30 minutes. Spelling words will be uploaded on a Monday. You should also access Education City for a variety of Literacy games and Spelling Training website daily.**

Epic Reader; Class Code: P6A: mci8132 P6B Xgg8039

## Primary 6: Numeracy and Maths Grid for week beginning 25th January 2021

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday   |
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| Numeracy  | Numeracy  | Maths   | Problem Solving  | Skills practice  |
| <p><b>LI: To convert fractions to decimals</b><br/> <b>LI: To convert fractions to decimals with a calculator</b><br/> <b>LI: To order fractions and decimals</b></p> <p><b>SC:</b><br/> <b>I can challenge myself</b><br/> <b>I can show my thinking and working out</b><br/> <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 about fractions and decimals.</p> <p><a href="https://classroom.thenational.academy/lessons/recognising-decimal-tenths-part-2-64upac?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/recognising-decimal-tenths-part-2-64upac?step=2&amp;activity=video</a></p> <p>After watching the video, please look at the tasks and choose your challenge for today.<br/> 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><b>LI: To convert fractions to decimals</b><br/> <b>LI: To convert fractions to decimals with a calculator</b><br/> <b>LI: To order fractions and decimals</b></p> <p><b>SC:</b><br/> <b>I can challenge myself</b><br/> <b>I can show my thinking and working out</b><br/> <b>I can self-assess my learning</b></p> | <p><b>L.I</b> To be able to calculate the duration of activities and events.</p> <p><b>S.C</b><br/> I can calculate how long an event will take given a start and end time<br/> I can use appropriate strategies<br/> I can convert between analogue and digital clocks<br/> I can use 12hour and 24 hour clocks</p> <p><b>Task</b><br/> <b><u>Watch this video then do the attached worksheets</u></b><br/> <a href="https://www.khanacademy.org/math/cc-third-grade-math/time/elapsed-time/v/times-differences-math-3rd-grade-khan-academy">https://www.khanacademy.org/math/cc-third-grade-math/time/elapsed-time/v/times-differences-math-3rd-grade-khan-academy</a></p> <p>There are also online activities which you can do following watching the video which check your answers and you can draw on the board virtually, the menu is on the left hand side.</p> | <p><b>LI: To use organisation and reasoning skills to solve problems</b><br/> <b>SC:</b><br/> <b>I can challenge myself</b><br/> <b>I can show my thinking and working out</b><br/> <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>These are all time based to give further practise of elapse time from yesterday.</p> | <p><b>LI: To improve my mental maths skills</b><br/> <b>SC: 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> |

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

| IDL  | IDL   | IDL   | HWB- P.E  | Expressive Arts  |
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| <p>L.I To be able to plan and solve a design brief (and make if possible)</p> <p>S.C</p> <p>I can plan my design following and considering the design brief</p> <p>I can solve any problems that may arise</p> <p>I can design packaging</p> <p>I can make and produce my design</p> <p>Did You Know: The first packaged cereal was invented in the United States in the late 1800s. Since its introduction to the American market, there are hundreds of different types of breakfast goodies to choose from!</p> <p>In P6 this week we are going to create our very own cereal/ bar based on what we learned last week in our healthy eating task.</p> <p><b>Attached is a design brief with six tasks. Work through the 6 tasks over the next two days!</b></p> | <p>Continuation of Design task</p> <p>Task 1 </p> <p>Task 2 </p> <p>Task 3 </p> <p>Task 4 </p> <p>Task 5 </p> <p>Task 6 </p> <p><b>Use this list to check off when you have completed a task.</b></p> | <p><b>Continuation... Keep learning and reciting your poem</b></p> <p>L.I. I am learning to read with fluency, understanding and expression.</p> <p><b>I am learning to choose voice appropriately for the role I am taking, considering the pace, characterisation and emotions required to perform.</b></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><b>Task</b></p> <ol style="list-style-type: none"> <li>1, Choose one of the attached poems</li> <li>2. Read it through and research the words that you are unsure of their meaning.</li> <li>3. Watch someone performing it or listen to a recording of your chosen poem.</li> <li>4. Learn it off by heart, this will be a task that you return to for the next 2 weeks so do not panic.</li> <li>5. Be sure to perform it, it should be entertaining. Use your</li> </ol> | <p>L.I To be able to develop and sustain my levels of fitness.</p> <p><b>Week 1 Task 1:</b> Watch our route in the video link below, the route and sights may look familiar ....</p> <p><a href="https://www.relive.cc/view/vKv24xw7x46">https://www.relive.cc/view/vKv24xw7x46</a></p> <p><b>Task 2:</b> The challenge is to walk or cycle our set route, or a different route that lasts approximately 45 mins as a loop. Use our route as inspiration and tailor it to suit where you stay. As a guide a 45 minute walk is approximately 2.5 miles or 4km if you were to go at Mr McGachie and Dougal's pace.</p> <p>Please ensure you only walk/cycle with a member of your household and when out, stay a minimum of 2m away from others by following the social distancing guidelines. If you are cycling please stay safe and wear a helmet.</p> | <p>L.I To be able to use my observation skills to create images</p> <p>S.C</p> <p>I can use my observations skills to capture fine details</p> <p>I can follow a step by step process</p> <p>I can use a range of drawing implements</p> <p><b>Task</b></p> <p>Watch this video of a Scottish art teacher guiding you through an art lesson using observation techniques.</p> <p><b>Drawing lesson 1</b></p> <p><a href="https://www.youtube.com/watch?v=3DQUydX6xAw">https://www.youtube.com/watch?v=3DQUydX6xAw</a></p> <p><b>Extension</b></p> <p>A follow up lesson for those who wish to continue using your observation skills to create images.</p> <p><b>Drawing lesson 2</b></p> <p><a href="https://www.youtube.com/watch?v=4m-Y8ZMvt0E">https://www.youtube.com/watch?v=4m-Y8ZMvt0E</a></p> <p>If you do not have access to these links, practise the pencil drawing we used in class at the start of term to create a self portrait or still life picture of household objects and items</p> |

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|  |  | <p>accent, pace, volume and body language to make it interesting.</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><u>Task 3:</u> You need to find a way to show us that you have completed this. You can be creative in how you show us but for some ideas Mr McGachie has provided some data to evidence his walk below. If you want to send us pictures of yourself/household members/pets on your route that would be brilliant and remember we would never post these on our social media.</p> <p>1. He used Strava (a free app that can track you out walking without using data) that allows you to upload your exercise when you are home using WiFi. A submitted screenshot could then be sent to us. You may use other apps which do the same thing and we all have our own preferences.</p> <p>2. A very simple picture of you watch/time at the start, half way through your walk, then at the end.</p> <p>3. A screenshot of your steps at the start of your walk and then at the end of your walk.</p> | <p>such as an apple, a vase of flowers or a toy.</p> <p>If you can upload your artwork onto teams, even if they are just sketches we would love to see them.</p> |
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|  |  |  | 4. Any other way you can think<br>or that suits your personal<br>circumstances. |  |
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