

P4 Remote Learning 22nd - 28th February 2021

Hello Primary 4!

Below you will see a timetable for the **week beginning 22nd February 2021**.

This week we will be:

- Literacy - practising spelling daily, learn to identify and use commas within our writing, showing our understanding of a text, identifying features of imaginative writing, analysing different texts and making a choice with our own learning
- Numeracy - Developing rounding, applying our reasoning skills to solve some tricky problems, working hard to improve our speedy recall of basic facts and some new learning all about angles.
- IDL - Health and Wellbeing (Zones of Regulation), Judaism and French.

Each assignment has a learning intention. Always look at your success criteria to know what is expected of you to achieve your learning intention as it will differ between each challenge. The Learning Intentions are on the grid and your Success Criteria can be found within the assignments.

We will have live meetings this week:

- Monday: Teams Meet at 10am
- Wednesday: Teams Meet at 2pm

Try to read for enjoyment, practise spelling words and practise numeracy on XtraMath and/or SumDog/Education City a little bit each day if you can. However, it is important to remember that we're all in this together and we understand that you and your family will have days where you might do more tasks than others - that is OK! It is important to look after your wellbeing because we know that you will find it tricky to learn if you are feeling worried or upset.

If you're feeling worried about managing to complete your assignments, please pop a message in the chat function or ask a question in the 'questions' channel if you are happy for it to be public and we will get back to you as soon as we possibly can. A teacher is never far away!

The P4 Team

All recorded lessons can be found in 'files' and will be saved within the folder for the relevant week as well as on the assignment itself.

In class we encourage you to evaluate your level of challenge when you select a task and adjust it if it feels too easy or too challenging. Remember to do the same at home where you need to so that you are always in your learning zone.

	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p><u>Literacy - Spelling/Grammar</u></p> <p>Spelling LI: We are learning to know how to spell commonly used words We are learning to use knowledge of spelling patterns to spell unfamiliar words</p> <p>Spelling word lists have been given to everyone. You should work through these everyday choosing a different activity from the spelling grid slide.</p> <p>The words this week all link to our Scottish Topic.</p> <p>Grammar</p> <p><i>*Recorded lesson available</i></p> <p>LI: We are learning how to use commas within our writing and reading.</p> <p><u>Mild*</u></p> <p>Task 1)</p> <p>Listen to Miss Hutton's recorded lesson on how commas are used in a list. Then create your own lists using commas to separate the different things you see.</p> <p>Make a list of things:</p>	<p><u>Literacy - Novel Study</u></p> <p><i>*Recorded lesson available</i> LI: We are learning to show an understanding of the text we read.</p> <p>Task 1) Create new illustrations for the story of Hansel and Gretel.</p> <p>Task 2) Debate about who the 'hero' of the story is- Hansel or Gretel? Write a paragraph to justify your answer.</p>	<p><u>Literacy - Writing</u></p> <p><i>*Recorded reading available</i> LI: We are learning to explore the different elements of imaginative writing</p> <p>Task 1) Listen/Read Hansel and Gretel</p> <p>Task 2) Look at the main features of imaginative writing. This is a PDF file.</p> <p>Task 3) Identify these features within the short story. Write down evidence of what you find for each area e.g., character description the dilemma etc.</p> <p>Task 4) Using the picture stimulus create your own plan for creative writing. You are only expected to create a plan using these key elements. Remember to include as much detail in your plan as you can as this will support you next week when we write our story.</p>	<p><u>Literacy - Reading</u></p> <p>LI: We are learning to identify the main ideas within a text and use these to answer different questions.</p> <p>Task 1) Read the text</p> <p>Task 2) Answer questions related to the text. Choose the correct level of challenge.</p>	<p><u>Literacy - Free Choice Literacy</u></p> <p>LI: We are learning to make choices about our own learning.</p> <p>We are learning to read and write for enjoyment.</p> <p>We are learning to select texts for enjoyment.</p> <p>Choose from the following options what you wish to do for your Literacy task.</p> <ul style="list-style-type: none"> - Read for enjoyment - Touch typing at www.typingclub.com - Spelling Practice using the grid - Free Choice Writing (any style or form) - Literacy games on Education city (You can select any game you wish) <p>You have 30 minutes. You might choose to do one longer task for 30 minutes, or two shorter tasks for 15</p>

	<ul style="list-style-type: none">- you see inside- you see outside- animals you can think of <p>Remember to start your list with what you are doing e.g. There are many animals you can have as pets such as.....</p> <p><u>Spicy**</u>, <u>Hot***</u> & <u>Super-Hot****</u></p> <p>Task 1)</p> <p>Consolidate your learning from the last few weeks with a quiz on full stops, question marks and exclamation marks.</p> <p><u>Spicy**</u></p> <p>Task 2)</p> <p>Listen to Miss Hutton's recorded lesson on how commas are used in a list and to change the meaning of a sentence. Then complete the Spicy Task on commas.</p> <p><u>Hot***</u></p> <p>Task 2)</p> <p>Listen to Miss Hutton's recorded lesson on how commas are used in a list, to change the meaning of a sentence and to give a pause in a sentence. Then complete the Hot Task on commas.</p>				minutes each.
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	<p><u>Super-Hot****</u></p> <p>Task 2)</p> <p>Listen to Miss Hutton's recorded lesson on how commas are used in a list, to change the meaning of a sentence, to give a pause in a sentence and to add extra information. Then complete the Super-Hot Task on commas.</p>				
Numeracy	<p><u>Numeracy - Problem Solving</u></p> <p>LI: We are learning to use organisation and reasoning skills to solve problems.</p> <p>Task 1) Choose a challenge level and complete one of the following tasks:</p> <p>Early Level* - Maths Puzzle 1</p> <p>First Level **- KS1 problem 2</p> <p>Second Level*** - KS2 Problem 2</p> <p>Task 2) Choose a challenge level.</p> <p><u>Mild*</u> - play the following game. We would suggest selecting numbers to 10 and then to 25: https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumberv3</p> <p><u>Spicy **</u>- play the following game. We would suggest selecting numbers to 25 and then to 100: https://www.topmarks.co.uk/Flash.aspx?f=ThinkingOfANumberv3</p> <p><u>Hot***/Extra Hot****</u> - play the following game: http://happysoft.org.uk/countdown/numgame.php</p>	<p><u>Maths - Angles</u></p> <p>*Live lesson at 11am*</p> <p>LI: We are learning about right angles.</p> <p>LI: We are learning to identify right angles in 2D shapes.</p> <p>Task 1) Tune into the live lesson! (This will be recorded to view later if you cannot make the lesson.)</p> <p>Task 2) Please find each level as an individual assignment.</p> <p><u>Mild*</u>: Reminder of 2D shapes.</p> <p><u>Spicy**</u>: Right angles in basic 2D shapes sorting activity.</p> <p><u>Hot**</u>: Finding right angles in 2D shapes.</p> <p><u>Super-Hot****</u>: Finding right angles in complex 2D shapes.</p> <p>Once you have completed the activities, complete the Microsoft form to self-assess your learning. (This is also available as a print-out).</p>	<p><u>Numeracy - Basic Facts</u></p> <p>LI: We are learning to improve my mental recall with skills in Numeracy.</p> <p>Task) Look at the attached Basic Facts targets to remind you of the skills that are within your level. Look at the attached Basic Facts Bingo sheets and select your level that you would complete in school. Complete a minimum of three activities from the bingo mat. Remember to select activities that include skills that you know you need to improve. You can also set yourself targets to try and motivate yourself to recall the questions quickly.</p>	<p><u>Numeracy - Word Problems</u></p> <p>LI: We are learning to apply our counting strategies to word problems.</p> <p><u>Mild*/Spicy**</u></p> <p>*Recorded lesson available*</p> <p>Task 1) Listen to the power-point lesson of Miss Lyall giving examples of how to complete word problems.</p> <p>Task 2) Complete the follow-up activity - try it yourself! <i>There is an activity grid with mild (numbers to 10) and spicy (numbers to 20).</i></p> <p><u>Hot***/Super-Hot****</u></p> <p>Task) Can you create your own word problems with answers? You could use any of the four operations (addition, subtraction, multiplication or division). <i>For hot, focus on</i></p>	<p><u>Numeracy - Rounding</u></p> <p><u>Mild*/Spicy**</u></p> <p>*Recorded lessons available*</p> <p>LI: We are learning to round numbers to the nearest 10.</p> <p>Mild Task) Look at the attached video explaining rounding using a number-line to 20.</p> <p>Complete the follow-up activity.</p> <p>Spicy Task) Look at the attached video reminder of rounding to the nearest 10 within 50.</p> <p>Complete the follow-up activity and extension if you want to challenge yourself further.</p> <p><i>Use a number-line or hundreds square to help you if you need it.</i></p> <p><u>Hot***</u></p> <p>LI: We are demonstrating our learning in rounding to the nearest 10 and 100.</p> <p>Task) Can you create your own poster to explain how we round numbers to the nearest 10 and 100 within 1000? Try to record yourself explaining this.</p>

	<p>Could you challenge someone at home to solve the problem too? You could set yourself a timer to see who can solve the problem in the given time, like they do on TV!</p>			<p><i>numbers to 100. For super-hot focus on numbers to 1000. Please try to come up with at least five-word problems.</i></p> <p>For an extension, why not try to create two-step word problems?</p> <p><i>*Optional numeracy drop-in available at 11-11:30am*</i></p>	<p>Super-Hot**** LI: We are demonstrating our learning in rounding to the nearest 10, 100 and 1000.</p> <p>Task) Can you create your own poster to explain how we round numbers to the nearest 10, 100 and 1000? Try to record yourself explaining this.</p>
	<p><u>Health and Wellbeing - Zones of Regulation</u></p> <p>LI: We are learning to develop the ability to control/regulate our emotions</p> <p>Activity: Over the last few weeks we have been looking at the different zones of regulation and carrying out activities linked to these.</p> <p>It is important that we can identify what emotions we are feeling from the many we can experience. Once we have identified how we feel we can tell what zone we are in to help us regulate our emotions. We should all have a toolkit of the different things we can do when we are feeling a certain way.</p> <p>This week we are going to focus on what tools we can use when we</p>	<p><u>IDL - Judaism</u></p> <p>LI: We are learning about Judaism.</p> <p>Task 1) Please find attached to the assignment a pre-prepared pack of information about Judaism.</p> <p>Use the pack to conduct some research about Judaism. If you have a highlighter or coloured pen/pencil at home, why not try to highlight what you think are the key facts about Judaism?</p> <p>Task 2) There is a Microsoft form to complete once you have finished researching! (This will also be available as a print-out if needed).</p>	<p><u>Language - French</u></p> <p>LI: We are learning to improve our understanding of the French language</p> <p>Task 1) French body parts PowerPoint.</p> <p>Task 2) French body part identifying worksheet.</p> <p>Task 3) French body part word search.</p>	<p><u>IDL - Judaism</u></p> <p>LI: We are learning about the religious beliefs of Judaism.</p> <p>Task 1) What do you think it means to have beliefs? Can you describe what you think it means to have beliefs and give some examples?</p> <p>Task 2) Listen to the videos of some religious stories from Judaism. From the videos, can you work out what Jewish religious beliefs are being demonstrated? Can you evaluate the beliefs of Judaism: what do you think about them?</p> <p>The Story of Moses https://www.youtube.com/watch?v=Rd5QT7DS1II</p> <p>The Ten Commandments https://www.youtube.com/watch?v=seJR_dfsUvM</p>	

<p>Other (Health and Wellbeing, IDL, Exp Arts)</p>	<p>are in the blue zone, to help us get back to the green zone.</p> <p>Task 1) Think of three different ways/things you could use at home to help you move from the blue zone to the green.</p> <p>Task 2) Think of three different ways/things you could use at school to help you move from the blue zone to the green zone.</p> <p>This will support us as we build up our own zones of regulation toolkits.</p>	<p>Feel free to do your own research also if you wish!</p>		<p>Abraham and Isaac https://www.youtube.com/watch?v=i3c3gTwW-ME</p> <p>Task 3) Following on from this, can you think about one of your own personal beliefs and how it compares to the religious beliefs of Judaism? Your personal belief does not have to be religious it could be anything that you believe.</p>	
<p>Teams Meeting</p>	<p>10am Teams Meet</p>		<p>2pm Teams Meet</p> <p>Look out for the Wellbeing Wednesday activity on the Sfl grid!</p>		