

Hello Primary 5,

We are delighted to welcome Miss Thornton to the P5 team helping with online learning (Monday – Thursday) alongside Miss Melrose. Mr Burton continues to support P5 learners in school.

Below you will see a timetable for the **week beginning Monday 1st March.**

- We have an exciting week. To celebrate World Book Day, we will have a mystery Masked Reader each day this week. You can guess who the staff member is and enjoy listening to stories.
- It is also Fairtrade Fortnight. We will be learning about what Fairtrade means and how we can support it.
- In Numeracy, we will be learning about factors and multiples. Make sure to take part in the Midlothian Sumdog competition this week too!

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

We will have live meetings this week:

- **Monday Check in at 10am with Mr Burton.**
- **Thursday - World Book Day live reading at 10am, 12pm and 2pm.**

We hope that this timetable provides you with some structure.

Remember to read for enjoyment, practise spelling words and practise numeracy on Sumdog a little bit each day.

Curriculum Area	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p>Spelling 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 words linked to the topic Animals and Sustainability.</p> <p>Task: 1) Have a look at the word lists and choose the level for you. 2) Find out the meaning of any words you are unsure about. 3) LCWC and choose an activity from the spelling menu.</p>	<p>Reading – Chapter 12</p> <p>LI: To respond to a text using relevant vocabulary.</p> <p>SC: I can listen and read along with a story. I can spot words in my environment.</p> <p>Task: 1) Listen and read along with Chapter 12 – The Meeting. 2) Charlotte has asked Templeton to look for some words at the dump to describe Wilbur to help save him. Your task is to go on a Word Hunt in your house, or while out on a walk. Look for words which could be used on Charlotte’s Web to describe Wilbur. You might find some not so good ones too!</p> <p>Take photos or write down the relevant words that you</p>	<p>Reading and Writing - Chapter 13</p> <p>LI: To write a short memorable personal story.</p> <p>SC: I can listen and read along with a story. I can write a short memorable personal story.</p> <p>Task: 1) Listen and read along with Chapter 13 – Good Progress. 2) In this chapter, Charlotte tells Wilbur a couple of bedtime stories about her family and friends to help him get to sleep.</p> <p>Your task is to write a short bedtime story for Wilbur based on a memorable personal experience.</p> <p>Use the planning PDF to help you.</p>	<p>World Book Day!</p> <p>LI: To read for enjoyment.</p> <p>Today is World Book Day.</p> <p>Can you do at least 2 of the challenges below? There will be Sumdog points up for grabs if you do!</p> <p>1) LIVE Drop Everything and Read. Come along to a live 10 minute session to listen to a teacher read: 10am, 12pm and 2pm! Or, read by yourself for enjoyment at these times today. Set an alarm to remind you!</p> <p>2) Create a cosy den in your home or garden and use it to read in.</p> <p>3) Design a World Book Day bookmark of your favourite book character. Check out the origami</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 P5A epic code: xds3942 P5B epic code: ecj9657 2) Touch typing at www.typingclub.com 3) Spelling Training at www.spellingtraining.com 4) 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.</p>

		find and where you found them.		bookmark tutorial for ideas.	
Numeracy	<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:</p> <p>1) Remember what colour of Basic Facts level you are (Yellow, Red, Blue, Green or Purple).</p> <p>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. Extra – Look at your assigned Tasks on Sumdog and have a go at completing them.</p>	<p>Factors and Multiples LI: To identify factors and multiples of numbers.</p> <p>SC: I can identify multiples of a times table. I know a factor is a number which divides exactly into a number.</p> <p>Task:</p> <p>1) Work through the teaching video.</p> <p>2) When you are ready, have a go at the multiples worksheet. There is also a factors and multiples quiz to try.</p> <p>4) If you are finished and would like further practise, go onto Sumdog and look for the Factors and Multiples task in your Task section.</p>	<p>Factors and Multiples Game</p> <p>LI: To identify factors and multiples of numbers.</p> <p>SC: I can identify multiples of a times table (and beyond). I know a factor is a number which divides exactly into a number.</p> <p>Watch the teaching video which will explain the game. You can either play it here: https://nrich.maths.org/factorsandmultiples</p> <p>...or use the 100 square from your home learning pack. You will need to be able to mark off the numbers you've used so far, as you can only use each number once.</p>	<p>Roald Dahl Maths Challenge</p> <p>LI: To solve problems in a context.</p> <p>SC: I can read a word problem. I can identify the number operation I need to use.</p> <p>Task:</p> <p>Today is World Book Day! Have a go at this Roald Dahl themed Maths challenge.</p> <p>1) Choose Mild or Spicy level. Work through the questions in the PDF.</p> <p>2) Record your answers on the answer log. Can you also work out which book each problem is based on?</p>	<p>STEM - Coding</p> <p>LI: To understand the link between Maths, science and technology by taking part in STEM tasks.</p> <p>SC: I can think logically. I can use directional language. I can use the language of angles.</p> <p>Mild: https://hourofcode.com/tynkespace</p> <p>Spicy: https://hourofcode.com/mchoc (Choose Minecraft Hero's Journey)</p> <p>Non-technology option: Create a maze out of Lego or other objects you might have at home. Write down instructions/code using directional language to guide a toy through the maze. You could ask someone else to follow your instructions to check they work.</p>

					<p>Eg, forward 2 steps Turn left/right Jump</p> <p>Have fun!</p>
Other (Health and Wellbeing, IDL, Exp Arts)	<p>Expressive Art – Masks</p> <p>LI: To use different materials to construct a mask.</p> <p>SC: I can design a mask. I can use materials in creative ways.</p> <p>Task:</p> <p>This week we will be watching the teachers read stories in the Masked Reader.</p> <p>Your task is to make your own mask. Then, on Thursday, Miss Melrose will post some of the photos of you wearing your mask so we can guess who!</p> <p>It doesn't need to be linked to a book – it could be an animal, character, mythical creature etc. It is totally up to you!</p>	<p>Social Studies – Fairtrade</p> <p>LI: To understand what Fairtrade is and why it is important.</p> <p>SC: I can tell you what Fairtrade means. I can give 2 examples of foods or other products which have been grown abroad. I can give one example of why it is important to pay people a fair wage.</p> <p><u>Starter Activity</u> Think about the words 'fair' and 'trade'. Can you describe what they mean? Look them up if you're not sure.</p> <p><u>Main Activity</u> Watch the 'Fair Trade Information' PowerPoint. Test your knowledge by completing the 'Fairtrade Quiz'.</p>	<p>Wellbeing Wednesday</p> <p>LI: To identify ways I can look after my body and mind.</p> <p>To understand how important it is to look after my body and mind.</p> <p>SC: I can choose an activity I will enjoy or learn from.</p> <p>I can describe how I feel before, during and after the activity.</p> <p>Choose an activity from the wellbeing grid that you'd like to complete today.</p> <p>This can be found in the Wellbeing Channel, or attached to the assignment.</p> <p>Notice how you feel before, during and after the activity. Has there been any change? Would it be different if you started an activity when you were already feeling calm, or when you were upset, or angry?</p>	<p>Social Studies – Fairtrade Grid</p> <p>LI: To understand what Fairtrade is and why it is important.</p> <p>SC: I can tell you what Fairtrade means. I can choose an activity which helps me to understand Fairtrade.</p> <p>Choose an activity from the grid attached to the assignment. There are a range of different kinds of tasks and different levels of challenge, so you can choose something which is right for you.</p>	<p>PE</p> <p>Watch each teaching video and complete the task.</p> <p><u>Video 1</u> LI: To develop our Gross and Fine motor skills by coordinating our body/parts of our body with precision. SC: I can refine a technique. I can use my hands, feet and eyes at the same time to achieve an outcome I have an understanding of what a Gross skill and Fine skill look like and can perform both.</p> <p>Task</p> <ol style="list-style-type: none"> 1. Hit a small ball against a wall, no real movement of feet, attempting to hit the same spot. 2. Use a larger ball to pass from hand to hand moving feet sideways as you do. <p><u>Video 2</u></p>

	<p>Have a look at the document attached to the assignment for some mask ideas.</p> <p>There is also a video showing a couple of techniques you can use to make your mask if you choose.</p> <p>You could use cardboard and recyclable materials.</p>				<p>LI: To develop our fine motor skills in response to the performance task. SC: I can use limited parts of my body to achieve task I can catch and throw the ball consistently I can use hand eye coordination as part of a consistent performance.</p> <p>Task</p> <ol style="list-style-type: none"> 1. Throw the ball off wall, switching between your left and right hands. 2. Throw the ball off the ground, hit the wall and catch with the same hand. 3. Throw the ball off the ground, hit the wall and try and land the ball in target area. <p><u>Video 3</u></p> <p>LI: To develop our Gross motor skills in response to the performance task. SC: I can use most parts of my body to achieve tasks. I can use specialised movement with precision. I can use hand eye coordination as part of a consistent performance.</p> <p>Task</p> <ol style="list-style-type: none"> 1. Figure of 8 around your legs with the ball.
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