

Hello Primary 5!

Miss Melrose, Mr Burton, Mr Smith and Miss Duncan hope you had a restful February break.

Below you will see a timetable for the **week beginning Tuesday 16th February 2021.**

This week we will be;

- Literacy – Reading chapter 8 and 9 of Charlotte's Web
- Numeracy – Converting between units of measurement and consolidating previous learning.
- IDL – Creating a Sea Shanty/song based on the Sustainable Goals.

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:

- **Tuesday Check in at 10am with Mr Burton**
- **Friday at 10am with Miss Melrose**

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.

Subject	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 with silent letters. I can show I know what the word means in a sentence.</p> <p>Task: 1) Look at the spelling lists on the PDF and choose a list for this week. 2) Read and say each word aloud. Identify the silent letter in each word. 2) Look Cover Write Check - do this daily! 3) Include each word in a sentence. Remember to always:</p> <ul style="list-style-type: none"> • Use a full stop and capital letter • Use interesting vocabulary • Vary sentence openers and structure 	<p>Reading -Chapter 8 LI: To read with expression and character.</p> <p>SC: I can use a different tone of voice for different emotions. I can use the context of a book to help me use the appropriate emotion in my voice.</p> <p>There is lots of dialogue (speech) between the characters in Chapter 8.</p> <p>Task 1) Listen to chapter 8. Pay attention to Miss Melrose's expression. 2) Use the worksheet to help you identify emotion and character in pieces of dialogue. 3) Have a go at reading aloud a couple pages of the chapter, using expression for different characters and emotions. You could do this along with Miss Melrose's recording, or on your own or with an adult. 4) Record your reading for your teacher to hear and upload to the assignment.</p>	<p>Reading - Chapter 9 LI: To skim and scan to find key information.</p> <p>SC: I can find an appropriate information text. I can skim and scan to locate information. I can cite my sources.</p> <p>Task 1) Read and listen to Chapter 9. Pay attention to the information about spiders. 2) Have a look at the worksheet and what information you need to find out about spiders. 3) Look for a reliable source to find this information, such as a reliable website or information from the book. 4) Complete the fact file about spiders and cite your sources.</p> <p>There are some optional activities on the assignment if you would like.</p>	<p>Short Burst Writing – 30 second adverts</p> <p>LI: To use techniques to persuade the reader.</p> <p>SC: I understand the purpose of my writing. I can use persuasive writing techniques.</p> <p>Task Today our writing purpose is to persuade the reader to buy something. We see this type of writing every day in adverts.</p> <p>You are going to create a short, 30 second advert to persuade the reader to buy an object in your house.</p> <p>1) Have a look at the examples and list of persuasive writing techniques. 2) Find an object in your house and brainstorm positive words to describe it. If it is an ordinary object, make it seem like the most amazing object in the world that everyone needs to have! 3) You could write down your advert and draw a picture</p>

					of the object. Or, you could film your 30 second advert.
Numeracy		<p>Number of the Day</p> <p>Ll: 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 number of the day from the worksheet and have a go at the twelve questions.</p> <p>There are some extra challenges for you to try as well!</p> <p>You could even have a go at the questions again using a number of your choice!</p>	<p>Converting Measurements</p> <p>Ll: To convert between different units of metric measurement.</p> <p>SC: I can convert between different units of metric measurement. I can solve problems converting between units of metric measurement.</p> <p>Task: There are some questions for you to revise how many of one unit of measurement makes up another and then there are some conversion problems for you to solve.</p> <p>1) Have a think about what the world would be like without measurements and write down three reasons why measuring things is important.</p> <p>2) Create and decorate a measurement conversion sheet that you can keep and use to help you. This should include all the conversions for kilometers, kilograms and litres.</p> <p>3) Choose a challenge level (mild*, spicy** or hot***) and have a go at ONE of the worksheets.</p>	<p>Sumdog</p> <p>Ll: To develop quick recall of number facts.</p> <p>SC: I can log on to Sumdog independently. I can complete a diagnostic assessment. I can choose appropriate games.</p> <p>Task: 1) Log in to Sumdog. Your username and password is in your jotter. 2) Select Tasks > Maths Diagnostic. 3) We would like you to complete the assessment. This is a test which places you at the right level of learning. 4) When you are finished, choose a game to play.</p>	<p>Revision Consolidation Sheet</p> <p>Ll: To use a range of strategies and operations to solve problems.</p> <p>SC: I can select an appropriate level. I can use a range of strategies to solve calculations. I can show some of my strategies.</p> <p>Task: 1) Look at all challenge levels before deciding which challenge you would like to complete. Choose ONE worksheet that is in your learning zone. 2) Work through the revision sheet as independently as possible.</p>

			Finally, reflect on what you found easy or difficult to help identify your next steps with converting different units of measurement.		
Other (Health and Wellbeing, IDL, Exp Arts)		<p>Food Technology – Pancake Day</p> <p>LI: to develop creativity and context when preparing and cooking food. To provide instructions on how to make something.</p> <p>SC: I can demonstrate an increasing range of practical skills and cooking techniques, for example: accurate weighing and measuring, when making pancakes. I can write instructions on how to make pancakes. I can include a title, a goal, a materials list and a series of steps in the correct order.</p> <p>Task: 1) Watch the video about making pancakes. Alternatively read the recipe to give you instructions. 2) Try to make your own pancakes, paying attention to the instructions from the recipe and/or video. Remember to get an adult to help you! 3) Write your own piece of procedural writing, making sure that you include a title, a goal,</p>	<p>PE/HWB</p> <p>LI: To be able to complete a run and develop my stamina. To learn how to record my heart rate and understand why this is important.</p> <p>SC: I can complete a run at either Gold, Silver or Bronze level. I can monitor my heart rate successfully. I can explain why it is important to monitor your heart rate.</p> <p>Task: 1) Complete either the Gold, Silver or Bronze level for the fitness session below. 2) Evidence you completed your session (heart rate, calorie counting, distance tracker). 3) Answer the questions after you have completed the session and submit on Teams to confirm you have completed the task.</p>	<p>IDL – Sustainable Goals</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 discuss the threats of plastic waste to our oceans. I can express and communicate my ideas, thoughts and feelings through musical activities. I can identify the main features of a sea shanty, where they originated and create my own.</p> <p>Task: 1) Think about what you have learned about Sustainable Goals so far. Feel free to write everything down/make notes. 2) Listen to the recordings of the three sea shanties. Think about the key features of the music. Do you like them? What do you like/not like about them? 3) Watch the recording of Mr Smith talking about the key features of sea shanties and how to write your own.</p>	<p>HWB - Feedback Friday LI: To reflect on my personal achievement.</p> <p>SC: I can recognise and celebrate my achievements in and out of school.</p> <p>Task: 1) Decide how you would like to present this work – powerpoint, poster, word document. 2) The title is My Personal Achievements. 3) Reflect on what you have achieved this week and write down what these are. It can be school achievements or things at home. You could also include photographs.</p> <p>Here are some ideas:</p> <ul style="list-style-type: none"> • Finishing a book • Trying a challenging numeracy sheet • Making your lunch independently • Helping with chores • Learning a new skill • Beating a high score

		<p>a materials list and steps in the correct order.</p> <p>4) Upload your pictures of your pancakes to the 'Show and Tell' channel on Teams to let us see them.</p>		<p>4) Create your own sea shanty using what you have learned about the Sustainable Goals. This could be focusing on the things that need to improve or how people can help to achieve the goals.</p> <p>5) Record yourself performing your sea shanty and post it onto Teams for us to see. We can't wait to see them and might even make one too.</p>	
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