

## Hello Primary 5!

This week, as the school welcomes back P1-3 learners, we continue to learn online. Mr Burton is leading learning with P5 pupils in school and Miss Melrose is leading learning online.

Mr Smith will be working with a different stage. We would like to thank Mr Smith for his fantastic support online, particularly in planning exciting lessons and providing feedback to P5A.

Please bear with us this week as we adapt to changes in staffing.

Below you will see a timetable for the **week beginning Monday 22<sup>nd</sup> February**.

This week we will be;

- Literacy – Reading Chapter 10 and 11 of Charlotte's Web and writing persuasive letters.
- Numeracy – Developing division strategies and planning journeys using timetables.
- IDL – Learning about types of animals and outdoor learning.

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

**We will have two live meetings this week:**

- **Monday Check in at 10am with Miss Melrose**
- **Tuesday Numeracy Lesson at 9.30am with Mr Burton**

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><b>Spelling</b></p> <p><b>LI: To use spelling rules to help me understand and spell new words.</b></p> <p>SC: I can choose an appropriate spelling list. I can spell words with the rule "i before e except after c, when the sound is /ee/"</p> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1) Watch the video explaining the rule and read the PDF explaining the rule.</li> <li>2) Choose a spelling list in the PDF and Look Cover Write Check the words (do this daily!)</li> <li>3) Choose an activity from the Spelling Menu to help you practise your spelling words.</li> </ol>	<p><b>Reading - Chapter 10</b></p> <p><b>LI: To describe and evaluate a character's traits using evidence from the text.</b></p> <p>SC: I can describe a character using adjectives. I can say how true a statement is about a character using evidence from the chapter.</p> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1) Listen/read along with Chapter 10.</li> <li>2) Choose a worksheet (Mild, Spicy, Hot) to complete a character description task about Charlotte.</li> <li>3) Have a go at the extra challenge on the worksheet.</li> </ol>	<p><b>Reading - Chapter 11</b></p> <p><b>LI: To answer comprehension questions about a text.</b></p> <p>SC: I can listen and read along with a story. I can select the most appropriate answer using the text to help me.</p> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1) Listen/ read along with Chapter 11.</li> <li>2) Complete the multiple-choice quiz.</li> </ol> <p>When you submit, you should be able to see your answers marked.</p> <p>Have a look at what you got correct and what you didn't understand.</p> <p>If needed, listen to the chapter again.</p>	<p><b>Writing - Planning</b></p> <p><b>LI: To persuade the reader on an environmental issue.</b></p> <p>SC: I understand the purpose of my writing. I can research a topic to support my planning.</p> <p><b>Task:</b> We are going to plan a persuasive letter to convince people to stop littering.</p> <ol style="list-style-type: none"> <li>1) Read through the powerpoint about litter. Make notes about why people shouldn't litter.</li> <li>2) Research more about litter and plastic pollution to help you write in more detail.</li> <li>3) Use the planning template to plan your letter.</li> </ol>	<p><b>Writing</b></p> <p><b>LI: To persuade the reader on an environmental issue.</b></p> <p>SC: I understand the purpose of my writing. I can use persuasive writing techniques.</p> <p><b>Task</b> Use your plan to help you write your persuasive letter. Remember to use the success criteria and word bank to help.</p>

Numeracy	<p><b>What's the Number?</b>  <b>LI: To solve a range of calculations.</b></p> <p>SC:  I can select an appropriate challenge.  I can use a range of strategies to solve calculations.</p> <p><b>Task:</b>  Choose a challenge level (mild*, spicy** or hot***) and have a go at ONE of the worksheets.  Once you've finished, have a go at creating your own 'What's the Number' 4-step challenges!</p>	<p><b>LIVE LESSON 9.30am</b></p> <p><b>This will be recorded and uploaded after lunchtime.</b></p> <p><b>LI: To use a variety of strategies to divide.</b></p> <p>SC:  I can share equally to divide.  I can use grouping strategies to divide.  I can use multiplication facts to divide.  I can show my working in more than one way.  I can solve division word problems.</p> <p><b>Task:</b>  Join in with Mr Burton's live numeracy lesson at 9.30am. You will need a jotter and pencil. You will also need a desk or table to work at.</p> <p>1)Mr Burton will demonstrate how to solve problems in different ways.  2)You will have the opportunity to share your ideas.  3)There will be an accompanying assignment to complete with Mr B online to support.</p>	<p><b>Planning a Journey – Time</b></p> <p><b>LI: To use timetables and schedules to plan events and activities and make time calculations.</b></p> <p>SC:  I can calculate the duration of a train journey, bridging over several hours, based on a timetable.</p> <p><b>Task:</b>  1)Read all three challenges before selecting the task you are going to complete.  2)Use the train timetable to answer the questions. 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><b>Division Follow Up</b></p> <p><b>LI: To use a variety of strategies to divide.</b></p> <p>SC:  I can share equally to divide.  I can use grouping strategies to divide.  I can use multiplication facts to divide.  I can show my working in more than one way.  I can solve division word problems.</p> <p><b>Task:</b>  1) Choose a worksheet at your challenge level to consolidate your learning from Tuesday's lesson.  2) Try to use the strategies shown on Tuesday.  3) Select the most appropriate strategy for you. Challenge yourself by solving the problems in more than one way if you can!</p>	<p><b>Number Talks</b></p> <p><b>LI: To use a range of strategies and operations to solve problems.</b></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, choose the strategy I prefer to use and explain why.</p> <p><b>Task:</b>  1) Look at all challenge levels before deciding which challenge you would like to complete. Choose ONE sum to complete.  2) Split your paper into four sections. There will be some examples on the PowerPoint.  3) Use three different strategies to complete the sum. For example: partitioning, doubling and halving, rounding and estimating.  4) In the fourth section, write about what strategy you prefer using and why.</p>
----------	---	--	---	---	--

Other (Health and Wellbeing, IDL, Exp Arts)	<b>Classifying Animal Groups</b>	<b>Animal Top Trumps</b>	<b>Outdoor Learning</b>	<b>PE</b>	<b>HWB - Feedback Friday</b>
	<p><b>LI: To explore the five main groups of animals.</b></p> <p>SC: I can describe the differences between fish, amphibians, reptiles, mammals and birds. I can which group an animal belongs to.</p> <p><b>Task:</b> 1) Read through the PowerPoint about the key features of the five main animal groups. 2) Watch the video about animal classification to help you understand the five main animal groups. 3) Complete the worksheet, sorting the animals into the group they belong to.</p>	<p><b>LI: To find and record information.</b></p> <p>SC: I can use books, the internet or other sources to find information on a group of animals. I can choose a new category of information, suitable for my group of animals.</p> <p><b>Task:</b> Yesterday, you learned how to classify different groups of animals.  Today, choose one of these groups (reptiles, birds, fish, mammals or amphibians) and make a set of top trump cards for that group.  For each animal in the group, create a top trump card by filling in the relevant information on your sheet. You can choose your level of challenge to decide whether you create 6, 8 or 10 top trump cards. The more cards you make, the better the game you have created!</p>	<p><b>LI: To make a rain gauge and measure rainfall.</b></p> <p>SC: I can collect information and make measurements using appropriate equipment and units. I can measure and record the weather identifying significant patterns and relationships. I can understand how the weather affects my life and the environment.</p> <p><b>Task</b> 1) Read the instructions in the PowerPoint and gather what you need. 2) Make your rain gauge. 3) Put your rain gauge outside where it can collect water when it starts raining. Think about the best place to put your rain gauge! 4) Measure the amount of rain over a few hours, a day or even a few days and record your measurements. Upload photos of your rain gauge and measurements.</p>	<p>Watch each teaching video and complete the task.</p> <p><b>Video 1</b> <b>LI: To develop our Gross and Fine motor skills by coordinating our body/parts of our body with precision.</b></p> <p>Task 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> <p><b>Video 2</b> <b>LI: To develop our fine motor skills in response to the performance task.</b></p> <p>Task 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>	<p><b>LI: To reflect on what I have learned this week.</b></p> <p>SC: I can describe what I have learned in different curriculum areas. What went well... Even better if...</p> <p>Task: 1) Open up the document called "My Learning". 2) Think about what went well in each of the curriculum areas this week (literacy, numeracy, health and wellbeing/PE, science, expressive art). 3) Then, think about how your learning could be even better in these areas.</p>

			<p><b><u>Video 3</u></b></p> <p><b>LI: To develop our Gross motor skills in response to the performance task.</b></p> <p>Task</p> <p>Figure of 8 around your legs with the ball.</p> <p>Throw the ball from hand to hand with lower body movement.</p> <p>Ball round legs, alternating which leg you put back.</p>	
--	--	--	--	--