


## Primary 6 – Issued 8<sup>th</sup> March 2021

## Literacy Tasks

Monday	Tuesday	Wednesday	Thursday	Friday						
Spelling	Reading – Tom Midnight Garden Chapter 14	Oxford Owl Reading Comprehension <u>Team Meet 10am</u>	Writing Suspense Writing Week 6	Talking and Listening <u>Team Meet 10am</u>						
<p><b>L.I. I am learning to use my knowledge of letter patterns and spelling rules to help me spell correctly</b></p> <p><b>S.C.</b> I can use spelling patterns/rules to spell words correctly I can understand the meaning of my words</p> <p><b>Task: 1:</b></p> <p>1. Look at the spelling lists attached in Teams. Check you can identify the spelling pattern. Do you understand the meaning of the word? You may need to check your understanding using a dictionary.</p> <p>2) Look Cover Write Check - do this daily!</p> <p>3) Choose a task from the spelling grid PDF to help you practise your words.</p> <p><b>Extension</b> Use Spelling Training to practise your words in game based learning.</p>	<p><b>L.I I am learning to understand the plot, considering different interpretations for what is happening</b> S.C. I can have a strong argument agreeing or disagreeing with Tom’s theory</p> <p><b>You will need to open the PowerPoint with key teaching from Miss Murray.</b></p> <p><b>Task 1</b> Think about Tom’s theory in Chapter 13 that was read by Mrs Briggs on Friday 5<sup>th</sup> March. Do you think Hatty is the ghost of a girl from long ago? Read through the extracts from Chapter 13 on the PowerPoint.</p> <p><b>Task 2:</b> Now listen to Chapter 14 – The Late Mr Bartholomew. Do you think Hatty is the ghost of a girl from long ago? When listening think about these key questions: Do you believe in ghosts? Is Tom a ghost? Or is Hatty and the garden that aren’t really there? Is there another explanation? What are the possibilities?</p> <p><b>Create a For and Against arguments for his theory</b> <b>See attached Word Document</b></p> <p>Plenary: <b>Do you agree with Tom that Hatty is a little Early Victorian ghost? Could he be wrong?</b> .</p>	<p><b>L.I. I am learning to identify and explain key aspects of non-fiction texts to show my level comprehension.</b> S.C. I can read and show my understanding of text by answering questions correctly. I can answer questions in detailed sentences – using the text to support spelling. I can draw on my knowledge of vocabulary to understand texts.</p> <p><b>Task:</b> You will need to choose your challenge based on your reading ability. <b>Complete your answers in your jotter and upload to Teams.</b></p> <p>The options are:</p> <table><tr><td>Mild</td><td>Spicy</td><td>Hot</td></tr><tr><td>Pugs From the Frozen North</td><td>Sky Hawk</td><td>That Famous Ship</td></tr></table> <p><b>Plenary</b> – traffic light your work. How did you find this activity?</p>	Mild	Spicy	Hot	Pugs From the Frozen North	Sky Hawk	That Famous Ship	<p><b>L.I. I am learning to write an effective suspense story.</b></p> <p><b>S.C.</b> I can plan out the main ideas of my very own suspense story I can box up my ideas into paragraphs I can include the use of the suspense toolkit in my writing I can edit and improve my work</p> <p><b>Task:</b> Last week in session 5 of your writing you planned the main parts of your story. Today you are going to box up your ideas to form the meat of your paragraphs. You can write your ideas in bullet points or try to draft your ideas in sentences. The more you get on your plan, the easier your writing will be! If you want more paragraphs or sections you could split some of the boxes in two.</p> <p><b>Plenary:</b> It is really important to have a good read through your plan to make sure that it makes sense. Why not read it aloud to someone in your house and see if they have any suggestions for how to improve it.</p>	<p>L.I. I am learning to summarise a text.</p> <p>S.C. - I can identify the main parts of the chapter and summarise the <b>important</b> events.</p> <p><b>Task:</b> Join on Teams for a <b>Live reading</b> of Tom’s Midnight Garden – chapter 15.</p> <p>After listening to chapter 15 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>
Mild	Spicy	Hot								
Pugs From the Frozen North	Sky Hawk	That Famous Ship								

Primary 6: Numeracy and Maths Grid for week beginning 08.03.21

Monday	Tuesday	Wednesday	Thursday	Friday
Numeracy	Numeracy	Maths	Problem Solving	Skills practice
<p>LI: To be able to calculate simple percentages of a quantity</p> <p>I can use my knowledge of equivalent forms of fractions, decimals and percentages</p> <p>Task:</p> <p>Watch this video and do the questions that follow the video on the website. Do as many as you can in a 40 minute period. If you need an extension activity there is one attached.</p> <p><a href="https://www.homeschoolmath.net/teaching/percent/percent.php">https://www.homeschoolmath.net/teaching/percent/percent.php</a></p> <p>If you can, do these calculations without a calculator, however you can use one if you need to. (Remember you can use the calculator on your device, you do not need an actual calculator)</p>	<p>LI: To be able to convert between units of the metric system</p> <p>SC: I can convert common units of measurement I can use decimals when converting measurements I can carry out calculations when solving problems</p> <p>Converting units of measure for all.</p> <p>Watch the following PowerPoint then read through the pages and complete tasks at:</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zcwhy4j/revision/7">https://www.bbc.co.uk/bitesize/guides/zcwhy4j/revision/7</a></p> <p>Then work through the activity, there are three pages, however just work through and do as much as you can in around 30 minutes.</p>	<p>LI: To be able to use mathematical language to classify a range of angles.</p> <p>SC: I can identify acute, obtuse, right angles, straight, and reflex angles I can measure and draw an angle within 2°</p> <p>Task: Everyone please watch the following video. Not everyone will have a protractor at home but this will prepare us for when we are back at school.</p> <p><a href="https://corbettmaths.com/2013/03/05/measuring-angles/">https://corbettmaths.com/2013/03/05/measuring-angles/</a></p> <p>Mild- identifying angles (also complete this if you do not have a protractor at home.</p> <p>Spicy- measuring angles</p> <p>Hot – Estimating and measuring angles (You can estimate the size of the angles if you do not have a protractor at home)</p> <p>Extra hot- Watch this video and complete the learning throughout. There is an extension task attached.</p> <p><a href="https://teachers.thenationalacademy/lessons/calculating-angles-on-a-line-or-around-a-point-69h66t?from_query=angles">https://teachers.thenationalacademy/lessons/calculating-angles-on-a-line-or-around-a-point-69h66t?from_query=angles</a></p>	<p>LI: To use organisation and reasoning skills to solve problems</p> <p>SC: I can challenge myself I can show my thinking and working out I can self-assess my learning</p> <p>Tasks: We have included three sets of challenges this week, along with the answers.</p> <p>These are all word problems based around the work we have been doing over the passed few weeks.</p> <p>Remember and use RUCSAC to help solve the problems.</p> <p>Additional activities in Education city for practise with problem solving.</p>  <p>The diagram shows the RUCSAC acronym with each letter in a colored box. Below each letter is a small box with a description of the step: Read (Read the question, what is the important information?), Understand (Understand the question, what do you need to find out?), Choose (Choose the correct method of calculation and operation), Solve (Take the problem, make sure you follow the steps), Answer (Answer the question, what does your answer to find out?), and Check (Check your answer, use the inverse to check your working, 1PK saving! 1Eps).</p>	<p>LI: To improve my mental maths skills</p> <p>SC: I can improve the time it takes me to solve problems</p> <p>Task: 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>Also use SUMDOG and Top Marks- Hit the button, and Education City for more mental maths practise.</p> <p>Aim to complete at least three tasks each session.</p>

Monday 8 <sup>th</sup> March	Tuesday	Wednesday 10am Live Meet on Teams	Thursday	Friday 10am Live Meet on Teams
Global Citizenship/Maths– Fair Trade Bake Off!	Target Setting	H&WB Wednesday - Music	H & WB- PE	Expressive Arts- Art/Technology
<p><b>LI</b> Identify where different food comes from around the world Understand the term 'fair trade' Use a scale to measure SC Use fair trade products to bake with Notice fair trade products in the supermarket Measure accurately</p> <p><a href="https://www.foodies100.co.uk/2014/03/05/five-fantastic-fairtrade-recipes/">https://www.foodies100.co.uk/2014/03/05/five-fantastic-fairtrade-recipes/</a></p> <p>Task: Using your knowledge from last week's task – think about what fair trade foods you like. Use one of the suggested recipes (or find your own) and shop for fair trade products.</p>	<p><b>LI</b> Become independent learners Set targets in learning <b>SC</b> Look at examples of targets for each subject area Discuss your targets with an adult Complete the worksheet for each subject area</p> <p>Task: 1. Read through the target setting worksheet and the SMART target examples. 2. Discuss your learning with an adult you trust. What are your strengths? What would you like to improve? 3. Create SMART targets for your learning. (Specific, measurable, attainable, relevant, timely). Try to make your own targets as much as possible. The examples are there as a guide for you.</p>	<p><b>LI. To be able to express my thoughts and feelings through music.</b></p> <p><b>SC. I can talk about pieces of music and how they make they make me feel.</b></p> <p>Task: 1. Make a list of 10 common emotions (happy, excited, confused, frustrated etc.) 2. Choose 4 different emotion words that you would like to focus on. Try to find a balance of positive and negative emotions. 3. Think about the kinds of music you enjoy – do any of the songs you already know match the emotion words you have chosen? 4. Complete the table with your chosen pieces of music.</p>	<p><b>LI. To demonstrate eye/hand eye/foot coordination to execute movement skills.</b></p> <p><b>SC.</b> I can throw a ball and hit a target I can watch the direction the item is going and respond accordingly I can move quickly and efficiently using active footwork</p> <p>Volley's short tennis- 1. Feeder - Throw for Forehand then Back hand 2. Rally with Partner</p> <p><b>Equipment</b> - Tennis Racket &amp; Ball or ... Beach Bats &amp; Ball/ Frying pan &amp; Socks <b>Make it Harder</b> - First volley forehand, 2nd Backhand, 3rd Forehand and so on...</p> <p><b>How many Volley's in a row can you get?</b></p>	<p><b>LI. To be able to demonstrate my imagination by solving a design problem.</b></p> <p><b>SC. I can create a simple plan of my idea I can create a piece of art based on my design and plan</b></p> <p>Task:  Design a mask inspired by those worn by our Masked readers last week.</p> <p>Consider the character it will be, the design features, does it just cover your eyes? Your whole face?</p> <p>Draw a rough design and label it with the design features.</p> <p>Extension:  Use the template on teams or use your own materials</p>

What will you create?  
 Fair trade chocolate and banana cake?  
 A fair trade show stopper??  
 How many different ingredients can you source?

If you enjoyed your recipe, why not post it for other people to try?

Name \_\_\_\_\_

S.M.A.R.T GOALS	
<b>S</b> PECIFIC	Specific means that your goal is detailed and exact. It can answer the questions who, what, where, when, why, and which.
<b>M</b> EASURABLE	Measurable means you can track your progress and know exactly when your goal is met. It usually involved numbers.
<b>A</b> TTAINABLE	Attainable means that your goal is a reasonable one. It is not completely out of reach, or too easy for you.
<b>R</b> ELEVANT	Relevant means that your goal is worthwhile. It is something that is actually important to you right now.
<b>T</b> IMELY	Timely means that your goal will be accomplished in a set time frame, such as two weeks, three months, or one year.

Some Examples of targets you might consider- I Will aim to.,

- Know how to convert decimals to percentages
- Know how to ask open questions
- Know my place value to 3 decimal places e.g. tenths, hundredths and thousandths
- Be able to discuss positive relationships and show respects and care for others

## 2, Catching hand eye coordination

1. 20 Feeds, catch with either hand
2. 20 Feeds catch with one hand

**Equipment** - Tennis Ball & Bucket or ... Socks & Bin/Table tennis ball & Jar

**Teaching Point** - Eyes focused on the feed of the ball, hands out ready to catch, wide palms

**Make it Harder** - Catch only with one hand, other hand behind your back  
**How quickly can you catch all 20 feeds and put them in the bucket?**

Loads more challenges and videos as examples on teams!

at home to create your mask.

If you want to you can take a picture and upload to assignments or record yourself reading a story and see if we can guess who you are?



	<ul style="list-style-type: none"><li>• Improve my range of skills in particular, my gross motor skills when passing the ball</li><li>• I would like to improve my stamina and speed</li><li>• I would like to improve my editing skills, making sure I re read my work to make sure it makes sense.</li></ul>			
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