



# P5A, P5B and P5/6 Home Learning



Date Issued: Tuesday 7<sup>th</sup> September

Date Due: Thursday 16<sup>th</sup> September

Please complete 4 core tasks (underlined). The other tasks are optional.

Please colour the circle to self-assess how you got on with the task.

green - easy

yellow - ok

red - difficult

<p><b>Task 1: Maths</b>  <b>LI: I am learning to tell the time</b>  <b>LI: I am exploring ways of using my knowledge of time in everyday situations</b></p> <p><input type="radio"/></p> <p>Spend time carrying out practical activities involving time. For example, using the language of time during every day activities (days of the week/months of the year/analogue and digital time/time durations). You could also make a paper clock and discuss the features of a clock face with your adult. The following games may be used too and you can select your level of learning:  <u>Telling the Time</u>  <a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a>  <u>Time Intervals</u>  <a href="https://mathsframe.co.uk/en/resources/resource/119/find_the_start_time#">https://mathsframe.co.uk/en/resources/resource/119/find_the_start_time#</a></p>	<p><b>Task 2: Reading Illustrator</b>  <b>LI: I am learning to share my opinions about the texts I read.</b></p> <p><input type="radio"/></p> <p>Illustrate your favourite part of the book that you are reading and explain why it is your favourite part. As an extension task could you ask the author three questions about the book? Remember you can use higher order thinking questions too!</p>	<p><b>Task 3: Numeracy</b>  <b>LI: I am learning about the language of numeracy</b></p> <p><input type="radio"/></p> <p>Ask an adult to help you complete this task. Set a timer for two minutes and make sure both you and your adult have a pencil and piece of paper. You both have two minutes to write down as many words as you can for the four number operations (addition/subtraction/multiplication and division).</p> <p>Once the timer ends, compare your word lists and declare a winner. Who has the best knowledge of number vocabulary?</p>
<p><b>Task 4: Spelling</b>  <b>LI: I am learning to spell words accurately using sounds, rules and strategies.</b></p> <p><input type="radio"/></p> <p>Choose 5-10 words/phrases from the climate change words in 'files'. Find out their definition and write their meaning down. You can use a dictionary or an online dictionary to help. You can also research your own climate change words.</p>	<p><b>Task 6: Writing</b>  <b>LI: I am learning to communicate through the medium of a poster</b></p> <p><input type="radio"/></p> <p>We know that in November, world leaders are coming together in Glasgow for the UN Climate Change Conference (COP26) to discuss global commitments to tackling climate change. In class we have been discussing climate change and thinking of ways we can all do our bit to save the planet. We want you to <b>create a poster</b> (hand drawn or using technology) to clearly display at least TWO ways in which we can help. Remember to consider clear, large lettering, appropriate images linked to the topic and bold colours to grab the attention of your reader.</p>	<p><b>Task 5: Health and Well Being</b>  <b>LI: I am developing my focus, concentration, memory and creativity for my mental wellbeing.</b></p> <p><input type="radio"/></p> <p>Spend 5 minutes of your day participating in this short, guided mindfulness session.</p> <p><a href="https://www.youtube.com/watch?v=VZ_wdeog5Ek">https://www.youtube.com/watch?v=VZ_wdeog5Ek</a></p>

At the end of the week please think about the following questions together.

What was your favourite task and why?	Child
	Adult
What would you like more help with or to do more of?	Child
	Adult