



# Cuirken Primary Home Learning Grid





# Cuiken Primary Home Learning Grid



## Literacy - Reading

### Reading for Information

LI: I can read for information, highlight and take notes.

Read or have a grown up read the report, Penicuik's Paper Making History, to you. Take some time to discuss what you have read. Highlight or underline the **relevant** information.

Visit the following website and write down information that you think is interesting. You can use bullet points or a spider's web to display your notes, thoughts and ideas.

<http://www.penicuikpapermaking.org/>

You will need this information to complete this week's writing task.

### Read Write Inc

LI: I am learning to use the sounds I need to help me read unknown texts.

A detailed RWI task sheet is available for you in Google Classroom.

When accessing the e-books you can now use your class login and follow the link on your task sheet to read the assigned book.

P5 login name: Primary5cps

P5 password: p5cps

If you do not have access to Google Classroom then you can:

- Watch the Daily Set Speed Sounds and Word Time videos on YouTube through the link below:

Ruth Miskin You Tube

[https://www.youtube.com/channel/UCo7fbLqY2oA\\_cFCIq9GdxtQ](https://www.youtube.com/channel/UCo7fbLqY2oA_cFCIq9GdxtQ)

- Play the literacy games set for you on Education City (check your Classwork section).

- Enjoy reading stories with a grown up and talk about what happens in the story.

## Literacy - Writing / Spelling

### Sumdog Spelling

LI - I am learning to practice and consolidate my knowledge.

Complete the spelling challenge, answer all 250 questions to receive 250 sumdog coins.

### Report

LI: I am learning to write a report.

Using the example report and your notes write your own report on Penicuik.

### Success Criteria:

- I have used my notes to help me.
- I have included a title relevant to my report.
- I have included a short introduction to introduce my report.
- I have included sub-headings when introducing something new.
- I have self-edited and made any changes before submitting for marking.

**Challenge:** Copy and paste images from the internet to include in your report.



## Numeracy

### Multiplication problems

Mild:

1. Each day Monday - Friday write out a times table you find challenging in your jotter.

Challenge: In the column beside them, write the division sum for each of them too!

Medium: All of the above, plus

1. Calculate these multiplications using the chimney sum format.

Remember to carry over, if you have to! The layout is so important.

46x5=    53x6=    62x4=    37x33=

2.        36x6=    72x5=    84x8=

Hot: All of the above, plus

1. Calculate these multiplications using the chimney sum format.

Remember to carry over, if you have to! The layout is so important.

523x6=    607x5=    637x7=

2.        427x7=    683x6=    427x9=

Sizzling: All of the above, plus

1. Calculate these multiplications using the chimney sum format.

Remember to carry over, if you have to! The layout is so important.

856x7=    967x8=    956x9=

2. Nishi has four cards. She arranges them into a multiplication



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- Play the literacy games set for you on Education City (check your Classwork section).
- Enjoy reading stories with a grown up and talk about what happens in the story.

### AR - Learners not using RWI

*LI: I am learning to read with increasing fluency, expression and understanding.*

Throughout the course of this week, read a book of your choice. Don't rush the book as it is important that you understand what is going on in the book. Whilst the majority of the book you will read silently to yourself, take some time to read part of the book to someone in your house, that way you are practicing reading with fluency and expression.

*Challenge: To get at least 9/10 or 4/5 when testing.*

### Bloom's Reading Detective

*LI: I am learning to infer (read between the lines) and interpret.*

Using your personal reading book choose at least one of the questions below and answer. Remember to write in sentences using the correct punctuation.

*Challenge: Answer more than one question.*

chimney sum. Can you use the cards to find the largest total Nishi can make?

3 4 6 6

### Multiplication, division facts and factors

Use the strategies you have learnt in class to help you work out the following problems

Mild:

1. Write the answers to:

$7 \times 5 =$   $3 \times 8 =$   $11 \times 8 =$   $12 \times 3 =$   $7 \times 10 =$

$8 \times 4 =$

2. Fill in the missing numbers.

$4 \times \_ = 28$   $5 \times \_ = 60$   $3 \times \_ = 21$

$\_ \times 8 = 48$   $\_ \times 10 = 100$

3. Write the answers to:

16 divided by 2    45 divided by 5    36 divided by 4

Medium: All of the above, plus

1. Write the answer to:

$7 \times 6 =$   $4 \times 7 =$   $9 \times 11 =$   $8 \times 7 =$   $9 \times 9 =$

$12 \times 7 =$

2. Fill in the missing numbers.

$7 \times \_ = 49$   $9 \times \_ = 72$   $6 \times \_ = 72$

$\_ \times 9 = 108$   $\_ \times 12 = 144$

3. Write the answers to:

121 divided by 11    27 divided by 9    66 divided by 6

Hot: All of the above, plus

1. Circle or write down the true statements.



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### Remember:

AF3.a) What part of the story have you just read? Don't forget to write the name of your book and chapter. What do you think might happen next? Why do you think that?

### Understand:

AF3.b) Choose words from the list below (or think of your own) which you think best describe a main character.  
greedy determined thoughtful clever  
malicious jealous generous brave  
Explain fully why you have chosen these words referring to the text.

### Apply:

AF3.c) What questions would you ask if you were given an interview with the main character?

### Analyse:

AF3.d) Can you identify how the main character feels throughout the story through this graph? Explain why the feelings change.



### Evaluate:

AF3.e) List the hobbies/sports/interests the main character might enjoy, based on the information from the text.

### Create:

AF3.f) Imagine you are a character in the text. You are writing in a diary. What would you write **at this point**? Consider: who you are, where you are, what has happened, what you think might happen and how you're feeling.



6 is a factor of 12    4 is a factor of 18  
15 is a factor of 5  
8 is a factor of 24    3 is a factor of 35  
9 is a factor of 72

2. Write down the missing numbers.  
 $5 \times 7 = 7 \times \underline{\quad}$      $12 \times 4 = 4 \times \underline{\quad}$

3. Write the missing factor of 36.  
4   36   6   2   18   3   12   1    $\underline{\quad}$

4. Circle or write down the factors of 30.  
1   3   4   5   8   10   12   15

Sizzling: All of the above, plus

1. Write down the factors of:

a) 10   b) 21   c) 31   d) 40

2. Write the missing factor pair of 42.

1 and 42   3 and 14   6 and 7  
 $\underline{\quad}$  and  $\underline{\quad}$

3. Write the missing factor pair of 56.

1 and 56   2 and 28   4 and 14  
 $\underline{\quad}$  and  $\underline{\quad}$

Challenge: Can you be a tiny teacher and teach a grown up at home strategies to help you work out adding and subtracting sums. Teach them the strategies, create a worksheet or a game and mark their work. How did they get on? Also get them to give you feedback, how did they think the lesson went?

Challenge: Check our Thursday's You Said I Did Challenge





# Cuiken Primary Home Learning Grid



Maths	HWB	French
<p><u>Pizza Night</u>  <i>LI: I am learning to spend within a budget.</i></p> <p>Complete the Pizza Night worksheets provided.            Friday night is homemade pizza night! You need to create a budget to purchase the ingredients to make the pizzas. There will be 4 people eating the pizza (2 adults &amp; 2 children). Each person has their own individual pizza. You have £40 to spend. You do not have to spend all of the budget, as long as you meet the pizza night requirements.</p> <p>Complete the Pizza Night worksheets provided.</p> <p><u>Money Word Problems</u>  <i>LI: I am learning to calculate money problems.</i></p> <p>Choose your own money problem challenge- mild, medium, hot and self-assess your work against the answers provided on Google Classroom.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p><u>Play</u>  <i>LI: I am learning to work. play and share together</i></p> <p>"Play is the highest form of research".            - Albert Einstein</p> <p>Take time this week to play. Play with lego, your siblings, and board games, make up a dance, paint, play in the rain, play in the park, go to the astro pitches and have a game of football.</p> <p><u>PE</u>  <i>LI: I am learning new skills.</i></p> <p>Refer to the bottom of the grid to find your PE challenges.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p><u>Fairtrade</u>  <i>LI - I am learning new French terms linked to Fairtrade.</i></p> <p>On Monday 22<sup>nd</sup> February a video will be available on the Lingobox learning YouTube page. It is on how to create a Fairtrade poster in French. This video will be available all week, check it out, create a poster and share on our Google Classroom.</p> <p><u>French Fridays!</u>  <i>LI - I am learning new French terms linked to Fairtrade.</i></p> <p>* French Fridays will be live online every Friday at 11.00 on our Youtube channel, Lingobox Learning.            *The sessions are recorded so can be watched afterwards, each session lasts approximately 15 - 20 minutes.</p> <p>Friday 22<sup>nd</sup> January - French healthy living            Learn a song about healthy living in French.</p> <div style="text-align: right;"><input type="checkbox"/></div>



# Cuiken Primary Home Learning Grid



## Family Learning

### Family Heritage Walk

This short walk 3.5km (2 miles) is on roads and good tracks. It is mainly on the flat but there is a long climb up to the Kirkhill from Eskbridge.

Refer to the bottom of the grid for full walk or visit for walk and images <http://www.penicuikpapermaking.org/walkroute.html>.

### Paper Making

Have a go at following the instruction to make your own paper.

This is a really fun (but messy task) so, please remember to let a grown up help.



## Learning Across the Curriculum Fairtrade Fortnight

*LI: I am learning the importance of buying Fairtrade products.*

### Task 1

Watch the 3 following videos and read over the PowerPoint available on google classroom:

1

<https://www.youtube.com/watch?v=VeUGvhINwHw>

2

<https://www.youtube.com/watch?v=75xjgRoFLWs>

3

<https://www.youtube.com/watch?v=wTrFOLLvIGs>

Be as creative as you like and create a display why it is important to buy Fairtrade products.

### Task 2

*Before you finish eating breakfast this morning, you've depended on more than half the world.*

-Martin Luther King Jr.

Create your own international breakfast table, plot where the items you have eaten have come from on the world map available.

## Learning Across the Curriculum Penicuik

### Task 1

#### Penicuik family interview

*LI: I am learning to confidently ask questions and listen to the answers.*

If you have family members or friends of the family who have lived and worked in Penicuik they may know a lot about the history and land use.

Set up an interview and ask them about;

1. The different land uses in Penicuik
2. The history of Penicuik and Penicuik traditions.
3. The changes in Penicuik between now and in the past.

Record what they tell you and you can either share on your Penicuik research sheet or in our Google classroom.

### Task 2

#### Map of Penicuik

*LI: I am learning to make a map.*

Using what you already know and your mental map of Penicuik. Create a detailed map of Penicuik, including schools, shops and landmarks,



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	<p><b>My International Breakfast Table</b></p>  <p>Costa Rica bananas</p> <p>Guatemala coffee</p> <p>Belize sugar</p> <p>South Africa sultanas</p> <p>India cotton</p> <div data-bbox="1473 762 1547 831" style="border: 1px solid black; width: 33px; height: 43px; margin-left: auto; margin-right: auto;"></div>	
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**Complete each activity on the grid - these can be completed in Green Jotter you were given.**

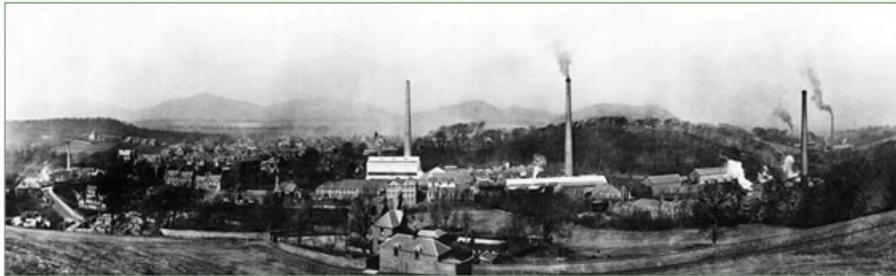


# Cuiken Primary Home Learning Grid



Reading for Information

## Penicuik's Paper Making History



◀ **Papermaking in Midlothian dates from 1709.** The first a paper mill on the River Esk was established by the 'Queen's Printer', Agnes Campbell, who leased land at Valleyfield from Sir John Clerk of Penicuik, with the right to build a paper mill and to extract water from St Mungo's Well. Despite poor roads, the site was a good one for the purpose. It had:

- adequate water power (speed of the water in the River Esk)
- clean spring water
- a large flat site for the mill buildings
- people to buy the paper, especially people working in Edinburgh.

Within 100 years, ten mills were established between Penicuik and Lasswade, mostly producing fine quality papers.

When Valleyfield Mill began production in 1709, there was no direct road between Penicuik and Edinburgh. Over time new roads were built and old ones improved. In 1855 the first railway line in the area was constructed, with a station at Pomathorn. Later, other lines were built along the Esk valley, making the transport of raw materials and the finished paper much easier.



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For nearly 300 years, Penicuik was known as 'The Papermaking Town'. The era of papermaking ended with the closure of Dalmore, the last mill on the Esk, which ceased production, closed down, in 2004.

## The Paper Mill Schools

Valleyfield School was opened by the Misses Cowan in 1823 as an Infant and Industrial school for the children of the mill workers and 24 girl employees. The curriculum included English, writing, arithmetic, grammar, geography, history and needlework.

Due to an increase in the school roll, in 1845 Alex Cowan applied to Sir George Clerk for permission to build a new school on Clerk land. Sir George would grant permission if the girls were only taught sewing. Mr Cowan refused to do this, as the girls had always been given a full education. The new school was never built.

Wanting to ensure his female work force had a good education, in the 1860's, those under 22 were obliged to sit tests in reading, writing, arithmetic and sewing. Those not achieving a certain standard were obliged to take evening classes 4 nights a week during the winter months.



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## The Cowan Institute

The Cowan Institute opened in 1894 and was the gift of the Cowan family in response to the wishes of Alexander Cowan, nearly 40 years previously. It consisted of a large hall with a capacity of 700 people, a library, reading rooms, gymnasium, museum and other rooms.

The Town Hall/ Cowan Institute is still very much at the centre of social life and is well used by all kinds of community groups. It is the home of Penicuik Historical Society.



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Writing



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## Penicuik the Paper Making Town (title)

Paper making in Midlothian dates from 1709, with the first paper mill built in Midlothian was in Penicuik. (Introduction)



## Valleyfield Paper Mill (sub-heading)

Valleyfield Paper Mill, owned by Agnes Campbell, was built on the River Esk because it had good water power, it was full of clean spring water and Valleyfield was a large flat site.

Most of the paper was taken to Edinburgh for people to buy for work. However, there was no



## Cuiken Primary Home Learning Grid



direct road from Penicuik to Edinburgh. In 1855, the first railway line in the area was constructed, with a station at Pomathorn. Later, other lines were built along the Esk valley, making the transport of raw materials and the finished paper much easier.

### The Paper Mill School (sub-heading)

Valleyfield School was opened by the Misses Cowan in 1823 as a school for the children of the mill workers and 24 girl employees. They were only taught, English, writing, arithmetic, grammar, geography, history and needlework.



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Those who did not achieve good results were made to take evening classes 4 nights a week during the winter months.



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Math



# Cuiken Primary Home Learning Grid



## Pizza Night Budget

Friday night is homemade pizza night! You need to create a budget to purchase the ingredients to make the pizzas.

There will be 4 people eating the pizza (2 adults & 2 children). Each person has their own individual pizza.

You have £40 to spend. You do not have to spend all of the budget, as long as you meet the pizza night requirements.



Item	Amount in pack	Price
pizza base	2	£4.00
mozzarella cheese	500g	£4.65
pineapple pieces	225g tin	£2.40
mushrooms (sliced)	200g	£2.50
pizza base sauce	400g	£3.50
olives	235g jar	£3.30
capsicum	1	£2.35
onion (brown)	1	£0.45
ham	300g	£4.10
chicken (cooked & shredded)	250g	£7.50
salami	80g	£3.00
garlic bread	2	£4.00



## Pizza Night Budget

Plan your pizza night here!

Show the list of ingredients for each of the 4 pizzas.

Make sure to include a total list of all of the ingredients and quantities you will need to purchase.

Don't forget to add the total cost and show any change received.

Pizza #1	Pizza #2	Pizza #3	Pizza #4





# Cuiken Primary Home Learning Grid



## Money Word Problem Mild

### Money Problems

1. I buy three cans of cola for 80p each. How much have I spent altogether?

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2. I buy a pack of pencils for £1 and a notebook for £1.50. How much have I spent altogether?

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3. Henry buys two ice-creams for 70p each and a packet of crisps for 50p. How much has he spent altogether?

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4. How much have I spent altogether if I buy a book for £5 and two bouncy balls at £1.50 each?

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5. At a bake sale, Jenny buys four cakes that cost 20p each and one drink for 50p. How much has she spent altogether?

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6. Tickets to the school play cost £2 for adults and 50p for children. How much will it cost to buy 2 adult tickets and 2 child tickets?

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7. Joel buys four bananas for 30p each and one apple for 40p. How much has he spent altogether?

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## Medium



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## Money Problems

1. I buy a pen for £1.70 and a notepad for £3.20. How much have I spent altogether?

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2. I buy three cakes for £1.86 each. How much have I spent altogether?

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3. I bought one bike for £39.98 and one scooter for £9.78. How much have I spent altogether?

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4. I bought two pairs of socks at £2.21 each and three bunches of flowers priced £4.70 each. How much have I spent altogether?

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5. I bought two jumpers priced at £15.60 each and four lollipops for 30p each. How much have I spent altogether?

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6. Sam and three of his friends bought a drink each for £1.75. How much did they spend in total?

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7. I bought one jumper for £13.00, one pair of shoes for £24.39 and a bag for £12.50. How much did I spend altogether?

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Hot



# Cuiken Primary Home Learning Grid



## Money Problems

1. John bought 3 brownies at a bake sale. If each brownie cost £0.25 and he paid with a twenty pound note, how much change does he get?

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2. Jenny bought 4 cans of pop at the shop. If each can cost her £1.60 and she paid with a twenty pound note, how much change does she get back?

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3. Harry bought 4 bunches of bananas at the greengrocers. Each bunch cost £0.79. How much change would he get if he paid with a twenty pound note?

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4. Julia got given a gift card for her birthday with £20 of store credit. She bought a dress that cost £16.67 using the gift card. How much money does she have left on the gift card?

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5. Paul bought a book from the book shop. If it cost £6.23, how much change would Paul get back if he paid with a twenty pound note?

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6. Helen bought an ornament from a gift shop. It cost £19.67. How much change will Helen receive if she paid with a twenty pound note?

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7. Annie bought 4 chocolate bars to give to her friends. Each one cost £1.43. How much change will she receive if she pays with a twenty pound note?

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## PE

<p><b>Your Choice</b> I can plan and organise an activity myself</p>  <p>Choose an activity that you would like to do. From practicing and consolidating a PE skill to getting out and about for a walk, cycle or a run.</p> <p>Watch <b>Feeling Flexible</b> here: <a href="https://www.youtube.com/watch?v=J7ymsKEgKtw&amp;list=PLnwoPgo24bhmqV8Y76IXnwYw9T9Aixbqj&amp;index=33">https://www.youtube.com/watch?v=J7ymsKEgKtw&amp;list=PLnwoPgo24bhmqV8Y76IXnwYw9T9Aixbqj&amp;index=33</a></p>	<p><b>Feeling Flexible</b> I can perform physical exercises where flexibility is key to success. These are your five flexibility circuit activities.</p> <ul style="list-style-type: none"> <li>• Station 1: Perform ten extended tucks. </li> <li>• Station 2: Perform ten roll and release. </li> <li>• Station 3: Perform ten lunges. </li> <li>• Station 4: Perform ten arches, holding each one for five seconds. </li> <li>• Station 5: Perform ten extended leg raises. </li> </ul> <p><b>Stretch Out!</b> • By stretching this will improve our flexibility. Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.</p>	<p><b>Football Toe Taps</b> I can move with purpose and confidence demonstrating balance, control and rhythm</p> <p>How quickly can you tap a football or a step with your toes?</p> <p>First Do it...Then do it right....Last do it fast! This is great for fast feet and agility!</p> <p>What you do: Find a space – indoors or outdoors. Use a ball such as a football or a step</p> <p>Tap your toes on the ball one foot at a time – left, right.</p> <p>Try and keep the ball in the same place.</p> <p>Try and touch it lightly with the sole of your feet.</p> <p>Make sure you look at the ball and keep good balance.</p> <p><b>Challenge How many taps can you do in 30 seconds alternating right foot and left How quickly can you reach 30, 40, 50 toe taps</b></p>	<p><b>Hit Up Challenge</b> I can perform movement skills in sequence with confidence.</p> <p>Equipment: Tennis racket and ball. Or adapt and use your hand or any bat/racket/frying pan even! Tennis ball/paper ball/rolled up socks</p> <p>Pack of playing cards/20-30 pieces of paper in a cup with the numbers 1-10</p> <p>Game: on Go, run and pick up the first card return to your racket&amp;ball.</p> <p>Read the number on the card and perform that number of hit ups(hitting the ball up in the air with the racket.)</p> <p>When you complete your hit ups, stack the card at your base and run to pick up another card.</p> <p>Continue to play until all the cards are gone. If playing on your own see how long it takes you, or play against a partner and see who collects the most cards.</p> 
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### Pupil Choice (E&O – HWB 2-25a PE SAL – Responsibility & Leadership)

Each home setting provides different opportunities for PE activities. As part of their home learning, pupils are encouraged to plan and create games and training stations that challenge and consolidate their skills. This can include performing a range of shots towards a basketball hoop, timing a cycle around a pre-planned route or creating a skipping challenge in your back garden. Be creative and choose something that you want to do.

### Feeling Flexible (E&O - HWB 2-22a PE SAL - Flexibility)

Fitness can be split into the 4S's Strength/Speed/Stamina/Suppleness. This week we are looking at Suppleness or Flexibility. Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion. Stretching will improve our flexibility. How do you think stretching will improve flexibility? Why is being flexible important when playing sport?

**\*Perform these exercises smoothly and with control**

Watch Feeling Flexible here:

<https://www.youtube.com/watch?v=J7ymsKEgKtw&list=PLnwoPgo24bhmqV8Y76IXnwYw9T9Aixbqj&index=33>

### Football toe taps(E&O - HWB 2-22a PE SAL - Gross and Fine Motor Skills, Speed)

This is harder than it sounds. Try and get into a rhythm when doing this. Make it easier, use a smaller ball. Harder do it quicker or for longer.

**\*Remember, First do it...Then do it right....Last do it quickly**

### Hit Up Challenge (E&O - HWB 2-21a PE SAL - Gross and Fine Motor Skills, Focus and Concentration)

You have practised before keeping a ball up using your body, watching the ball carefully and moving to keep under the ball. Now try using your hand or a racket to keep the ball up in the air. Play this game of 'hit up' on your own or challenge someone else in your family.

Top Tip: keep your bat or hand flat when you contact the ball



# Cuiken Primary Home Learning Grid



Heritage Walk



# Cuiken Primary Home Learning Grid



**Start at Town Hall** (Cowan Institute) go down the High Street.

See on left vennell leading to Delft Brae (now closed), the original route to Valleyfield. On right the Old Well, the original piped water supply to Penicuik.

**Turn Left into Bridge Street.**

On right Thorburn Terrace where French prisoners of War shouted 'Bawbee Penicuik, Cauld Kale and Soor Dook' as they left the town.

On left down hill ornate Parkend, designed by Pilkington to house single girls working at Valleyfield. Known locally as "The Nunnery".

**Before the bridge, cross Bridge Street** to see the original Bank Mill buildings now Loanhead Engineering Works. Look up to see Pomathorn Mill.

**Go down Valleyfield Road.**

See Left Valleyfield School (private house) built in 1822 for Mill children.

Visit on left French Prisoner of War Memorial and Interpretation Board.

**Return to route.**

See the Railway Walk Interpretive Board at the footbridge.

**Continue with the river on your right**, passing the old sewerage works then onto the Eskmills mill lade. See Interpretive Board at the Railway Bridge.

**Continue along the railway track**, opened in 1872 with Eskmills site on your left.

**At the site of the Eskbridge Station** look ahead to see Harpers Brae, the birthplace of the Bertrams brothers who founded Bertrams (Sciennes), **leave the railway walk and cross the Esk Bridge** (1770s).

**Climb up Eskmill Road and Kirkhill Road**, see former weaver's houses, later used to house Eskmill workers.

At the top of Kirkhill, see on right Penicuik Cricket Club, founded in 1844.

**Continue down Kirkhill Road.** Visit on left, graveyard. See the crypts of the Clerk family and the papermaking dynasties Cowan and Brown. See, earliest papermaking gravestone on rear wall of Church.

High Street looking East      High Street looking West



View from Valleyfield Chimney



Looking down Valleyfield Road into Mill



Skew Bridge



Eskmills construction of new lade - early 1930's



Eskbridge Station



Harpers Brae



Earliest papermaker's gravestone



Early papermaker memorial



# Cuiken Primary Home Learning Grid



## Paper Making



### Make your own paper!

Don't throw away those old newspapers! You can recycle them and your class can make their very own recycled paper. Your pupils' crafty creations can be used to make cards or as fancy writing paper. Why not add glitter to your paper for some extra sparkle?

This cross curricular activity encourages pupils to think about the Earth's resources and their use of materials while getting messy with arts and crafts!

At a glance you will need:

- An old pair of tights
- PVA glue
- An old wire coat hanger
- An iron
- Old newspaper and other scrap paper
- A big sink or tub filled with 20 centimeters of water
- A place to work where it's ok to make a bit of a mess!

We would love to see photos of your pupils' masterpieces. Send them to us and we will put the best pictures on our website each month!

Workshop	Title	Pre/Post	Suggested CfE Stage
Reduce Reuse Recycle	Recycled Paper	Post	First / Second

### Learning Intention

We are learning about a recycled product and how this benefits the environment.



# Cuiken Primary Home Learning Grid



Fairtrade

## Map of the World

