



Cuiken Primary Home Learning Grid



Look At The Flip Side Activity Sheet



Name: _____ Class: _____

Read the passage and answer the following questions.

Keep Safe on your BMX

BMX (bicycle motocross) riding is great fun. You do however, need to think about keeping safe. Accidents are always possible, and can happen during a race, whilst practising and when riding purely for pleasure. Although injuries can happen at any time, observing safety requirements, helps keep those injuries to a minimum.

In a hospital in Sheffield, 132 BMX related accidents were recorded in the accident and emergency in 60 consecutive days. Most of the injuries were fractures, concussion and broken teeth. Wearing the correct safety gear is a requirement for any rider at club and open day events. All coaches should have a current first aid certificate, and there should be first aid people in attendance at all events.

If you are thinking of getting into BMX, here are a few of the things you will need to keep you safe: the most important thing is a helmet, as most injuries occur from the neck up. Before buying a helmet, it's a good idea to measure your head. Measure the head circumference just above the top of the ears, and buy a helmet specifically for BMX, which are strong, yet flexible. Different to a lot of helmets for other sports, a BMX helmet has full-face protection.

Gloves protect hands and give added grip. Shoes need to be flat soled trainer type shoes, preferably tough, with impact absorbing heel inserts. They need to be non-slip, so the foot feels secure on the pedal. It is important that all skin should be covered, so wear long trousers and tops, and socks that cover the ankles. Knee, shin and ankle pads are also a must have.

Then of course, you need the bike. It doesn't have to be a brand new bike, but if you are buying second-hand, make sure it is in good condition; not distorted, cracked or broken. Make sure the tyres are inflated, the pedals have grip and the chain is well greased. Make sure the bike is the right size for you too.

Once you are properly kitted out, you need to think about riding responsibly. There are lots of places to ride: skate parks, trails and also the street. If you ride on the street, always be mindful of other people in your surroundings. Take your time to learn new tricks; master those tricks before attempting new ones.

Most importantly, stay safe and have fun.

Look At The Flip Side Activity Sheet



Name: _____ Class: _____

Write your answers in full sentences.

- How many BMX related accidents were recorded in Sheffield's accident and emergency in 60 consecutive days?

- What do you think consecutive means?

- Name one of the most common BMX injuries.

- What should all BMX coaches have?

- How can you make sure a helmet fits properly?

- What is different about a BMX helmet to most other helmets?

- Why should you wear non-slip shoes?

- Why should you wear gloves?

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Name: _____ Class: _____



Name: _____ Class: _____



Hens get back in bed at sunset. 	Meg had a cat. 	A rabbit can hop a lot. 	A dog sat in a rocket.
A duck ran off. 	Meg pats a dog. 	A pup had a nap. 	Rabbits can nip.
A big cat sat on a bed. 	A dog can beg. 	A duck met a hen. 	A rabbit bit a carrot.
A rat sat in a pocket. 	A man and a dog had a hug. 	A rat hid in a bucket. 	A rabbit hid a carrot in a sock.



Use the words to write a sentence that matches the picture.



A can rabbit hop

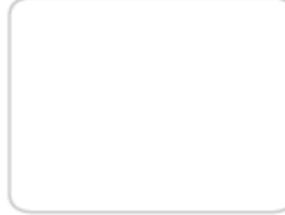


The had dog bell a



cat in The hat a sat

Now write a sentence of your own about animals.





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Prime Numbers Challenge

Shade all the prime numbers to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you find the nearest prime number before and after each number below?

The first one is done for you.

7	← 8 →	11		← 42 →	
	← 35 →			← 76 →	
	← 38 →			← 95 →	
	← 18 →			← 88 →	

15.02.21 Circles I can recognise hundreds, tens and ones

What is the value of the number underlined? Remember to write tens, ones or hundreds

561 - 5 hundreds, 6 tens and 1 one

7 <u>4</u>	5 <u>4</u>
8 <u>6</u>	9 <u>8</u>
3 <u>0</u>	9 <u>2</u>
7 <u>4</u>	8 <u>0</u>
4 <u>2</u>	6 <u>5</u>
2 <u>3</u>	6 <u>9</u>
4 <u>8</u>	13 <u>9</u>
5 <u>7</u>	7 <u>8</u>
9 <u>5</u>	5 <u>9</u>
2 <u>7</u>	5 <u>4</u>
9 <u>7</u>	7 <u>6</u>
8 <u>7</u>	7 <u>0</u>
6 <u>8</u>	8 <u>5</u>

Put these in order - start with the largest -

143, 134, 133, 144, 104, 103, 113, 114,

98, 96, 69, 79, 67, 77, 89, 88, 97

201, 102, 103, 301, 101, 231, 123, 131, 132



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21+ 10 = 54+10= 65+20=

87+10= 65+30 76+20=

92-20= 75-30= 75-40=

88-40= 87-30= 98-70=

87-20= 88-30= 99-90=

54-40= 86-40= 98-70=

87-70= 88-20= 92-60=

Be careful here, they are mixed up!

86-40= 65+10= 65-30=

54+40= 98-70= 87-60=

Rectangles and Squares - Remainders

Write how many teams can be made and how many players are left over. Use your tables to get as close as you can without going over and then tell me how many are left over. 4×31 players and teams of 3 - $3 \times 10 = 30$ so there is one left over so the answer is 10 r 1.

43 people and teams of 3

Put your answer here

37 players teams of 7

Put your answer here

52 players teams of 5

Put your answer here

77 players and teams of 10

Put your answer here

46 players and teams of 6

Put your answer here

61 players and teams of 8

Put your answer here

49 players and teams of 6

Put your answer here

85 players and teams of 9

Put your answer here

Now try the same again but this time express it as a fraction. $17 \div 2 = 2 \text{ r } 16$ with one left over which will become $\frac{1}{2}$. $49 \div 6$ the answer is 8 $\frac{1}{6}$ or $23 \div 5 = 4 \text{ r } 20$ with three left over or $\frac{3}{5}$ so the answer is 4 $\frac{3}{5}$

11+ 2= 33+4= 42+5= 31+7=

47+10= 43+5= 90+8= 72+6=

99+7= 65+7= 74+9= 62+5=

82+9= 75+8= 46+7= 81+9=

Lesley's mum made 43 flapjacks. How many would each person get if they were shared equally. $4 \times 3 = 21$ Use 43 in every one.

3 people

Put your answer here

5 People

Put your answer here

7 people

Put your answer here

9 people

Put your answer here

10 people

Put your answer here

8 people

Put your answer here

They are a greedy lot above but my question is why would they want to share, I would have the lot!



Cuiken Primary Home Learning Grid



Literacy - Reading

1. Learning Intention - I can choose texts I enjoy reading.

Continue to read 15-20 mins a day and continue to test yourselves on AR. You can choose books, audiobooks, comics etc. on Epic books visit <https://www.getepic.com/students>

You will find you have all been registered under the class code - **wke5658**. Your name will be **your** first name and **my** surname - Mason.

As well Midlothian libraries with the help of the Midlothian Fire Service are delivering books to children who are currently learning from home. The Schools Library Service, which is normally only accessible to teaching staff, is now available to the public to order reading materials to support their children's learning. To access the service, you need to be a library member and live in Midlothian. Non-fiction books can be ordered on a range of topics.

To order materials email: schoolslibraryservice@midlothian.gov.uk. If you are not a library member, it's easy to join - check out the Midlothian Libraries web page for joining instructions.

2. Go to Education City for a Reading Comprehension task in your reading groupings. You can complete it there (Not on Google Classroom) and I will be able to see your work there or you can do it your jotter as the sheets are on the grid. The purple, blue and green groups' learning intention is I can answer

Literacy - Writing / Grammar

1. Grammar Purple, blue and green teams - Learning intention - correctly identify and use a hyphen to avoid ambiguity in a sentence.

Hyphens look like this **-** They are often used between two words to avoid confusion or ambiguity such as run-down and up-to-date. Have a look here <https://www.youtube.com/watch/1F7wFwdcfKg> Then go and tackle Education city tasks related to hyphens where you will be asked to identify where they are used correctly and be asked to put them in correctly. Complete directly there as I will be able to see your work.

The others should also complete work on Education city related to Capital letters. The learning intention is I can use a capital letter correctly. The sheets, Capital Cricket are on the grid too but you can complete it directly on Education City. Good Luck!

2. Learning intention - I can write instructions.

Watch the video on Google Classroom before doing this task.

We have been lucky (?) enough to have snow this winter and to be able to go outside and enjoy it. This week your writing task is to write instructions on how to build a snowman. To be successful you will need:

A title

List the things required to complete the task.

Numbered steps

A time connective at the beginning - first, next, after, then, finally

An imperative verb - one that tells someone to do something, so that the sentence becomes an order or command i.e. roll, push, turn etc.

Numeracy

1. Triangles - Learning intention - I can solve equations using inverse mapping and doing the same thing to both sides. Think about the equation $5x-4=11$

I remember being taught at school to take the whole number (-4) over to the other side and changing the minus to a plus and vice versa. So in this example it become $11+4=15$ Then because it was $5x$ which means 5 times x we divide the 15 by 5 so the $x=3$. I have to confess I did not know why we did this but I do now. Have a look here -

<https://www.youtube.com/watch?v=Z-ZkmpQBIFo> It is about balancing. Once you have had a good look at the video - You will not need to watch it all, and tried the examples in it, have a go at exercise 20B and 20C.

Please let me know how you are doing with it as **I do not just want to move on until I have heard from all of you!** Thank you to those of you who have let me know how you are doing - it is much appreciated. Check your answers at the back of your workbook.

Rectangles and Squares - Learning intention - I can express the answer to a division using remainders including fractions. **Please have a look at my video on Google Classroom for you before looking at the worksheet.** Part of this is a recap before moving on to expressing remainders as fraction - part of a whole number. You will need to use your tables knowledge here. Turn it in for corrections. Circles - I can recognise hundreds, tens and ones in a number. I want this to be secure as well as adding and subtracting tens before moving on. 43 is made up of three tens and four ones. Complete the worksheet included on this grid.



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questions on a text I have read. Please do Keep Safe on Your BMX/Look at the Flip Side. Any others, have the learning intention I can read and sort a sentence so it makes sense, and should do the Pet Shop which can be done online or the sheets are on this grid- which relates to your hold a sentence tasks.



A picture
Get the instructions in the correct order.
To ensure the sentence makes sense, has a full stop and capital letter.



2. Triangles, Rectangles and Squares

Learning intention - I can recognise a prime number.
We have talked about Prime numbers already. A prime number is a number that we can only divide by itself and one. Have a look at the sheet on this grid or on Google Classroom and complete.
Circles - learning intention - I can multiply and divide by 2. Complete the worksheet, available on google classroom or on this grid about times tables. Use cubes if necessary to work out the answer, then colour in according to the instructions on the sheet.



Maths

1. Learning Intention - I can find a missing angle in a triangle. Last week we looked at equilateral, isosceles and scalene triangles. The angles inside a triangle **always** add up to **180°**
Have a look at the diagram below:



We can work out what the missing angle is by adding 20° and 50° and subtracting it from 180 - 20+50 =70 180-70= 110 So the missing angle is 110. Using what I have just shown work out the missing angles on the worksheet provided.

2. Learning intention - I can calculate the area of a triangle. We are going to stay with triangles for the second task. You already know

HWB

1. Learning intention - I can perform exercises where flexibility is key to success.
These are your five flexibility circuit activities :
Station 1 - Perform 10 extended tucks.



Station 2 - Perform 10 roll and release.



Station 3 - Perform 10 lunges.

French

1. Learning intention - I can recognise and use food words in French. Before lockdown we were looking at food in French and we looked asking for pizzas and sandwiches. Today we are going to look at some more foods. Have a look at this website. You will be able to hear and see what the words meant on the introduction and repeat it as necessary. Then move to yes or no, either or, and what is it? and complete.

<https://www.french-games.net/frenchlessons?topic=Food%20-%20restaurant&level=primary>

2. Learning intention - I can recognise numbers to 100 in French.

<https://www.youtube.com/watch?v=DnrTrbJ6mYs>



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how to calculate area of a square or rectangle - if you have forgotten you multiply the length of the rectangle times the breadth (you may see it referred to as height and width) and you always represent this in metres² or centimetres². We say this a metres or centimetres squared. A triangle is sometimes only half of a rectangle or square so when we work out the area of a triangle we multiply the length by the breadth and half it. Have a look here at the video <https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zsqxfcw> then complete the quiz where you will have to use your multiplication and division skills to work out the area of triangles. We will consolidate this work in coming weeks.



Station 4 - Perform 10 arches, holding each one for 5 seconds.



Station 5 - Perform 10 extended leg raises.



After do a stretch out. This will improve your flexibility. Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.

2. Singing has been proved to improve your mental health so this week we will pay attention here. Sea Shanties, work songs sung by sea merchants as they hoisted the sail, are all the rage, no, seriously. If you have seen Tik Tok or the news you will have heard of Nathan Evans, a postman from Airdrie, who has now signed a record deal after going viral singing the sea shanty Wellerman, a two hundred year old sailing song about a boat coming in from New Zealand. Watch here- <https://www.bbc.co.uk/news/uk-scotland-glasgow-west-55661351>
Your job this week is to have a sing of the song and while I do not condone what the song is about its quite catchy and is what we call an ear worm - you'll

Recap your numbers from 1-70 and extend this by looking at numbers to 100. Bonne chance!





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find yourself singing it before you know it. You can play it here -

<https://www.youtube.com/watch?v=SLiNQhQr4G4>

The great thing about this track is it has been mashed up showing what you can really do with songs - watch the mash-up here -

<https://www.youtube.com/watch?v=auI9Cx8SGX4>

We might see if we can record it, if you all agree, at one of our Google meets? It might be fun?

Here are the lyrics -

There once was a ship that put to sea
And the name of that ship was the Billy o' Tea
The winds blew hard, her bow dipped down
Blow, me bully boys, blow (huh)

Soon may the Wellerman come
To bring us sugar and tea and rum
One day, when the tonguing' is done
We'll take our leave and go

She had not been two weeks from shore
When down on her a right whale bore
The captain called all hands and swore
He'd take that whale in tow (huh)

Soon may the Wellerman come
To bring us sugar and tea and rum
One day, when the tonguing' is done
We'll take our leave and go
Before the boat had hit the water
The whale's tail came up and caught her
All hands to the side, harpooned and fought her
When she dived down below (huh)



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Soon may the Wellerman come
To bring us sugar and tea and rum
One day, when the tonguing' is done
We'll take our leave and go

No line was cut, no whale was freed
An' the captain's mind was not on greed
But he belonged to the Whaleman's creed
She took that ship in tow (huh)

Soon may the Wellerman come
To bring us sugar and tea and rum
One day, when the tonguing' is done
We'll take our leave and go

For forty days or even more (ooh)
The line went slack then tight once more
All boats were lost, there were only four
And still that whale did go

Soon may the Wellerman come
To bring us sugar and tea and rum
One day, when the tonguing' is done
We'll take our leave and go

As far as I've heard, the fight's still on
The line's not cut, and the whale's not gone
The Wellerman makes his regular call
To encourage the captain, crew and all

Soon may the Wellerman come
To bring us sugar and tea and rum
One day, when the tonguing' is done
We'll take our leave and go



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Soon may the Wellerman come
 To bring us sugar and tea and rum
 One day, when the tonguing' is done
 We'll take our leave and go

Family Learning

1. Have a family game to practise your mental maths skills. Use a set of playing cards, take out the face cards. Turn over 2 cards at a time and ask the person to multiply them. If they answer correctly, they keep the cards. Challenge them to see how many cards they can collect in 2 minutes. Swap places and do the same with the opposite person. Whoever has the most cards is the winner. If you both get an equal number of cards, time yourselves and the winner is who completed the task quickest.

2. Staying with playing cards have a go at the card game 'Pig'. Watch the video with the Masons on Google Classroom on how to play. My dad taught us to play this. It is a fast moving game and can be quite hilarious! The rules are as follows:

The goal is to be the first player to make a group of four of a kind in his hand, or not to be the last player to notice when someone else has done so.

If there are four playing take four lots of four of a kind out the pack to play i.e. four kings,

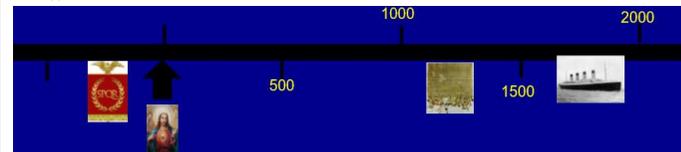
Learning Across the Curriculum

Penicuik

Learning Intention - I know about the environmental impact of land use in my local area

The land in and around Penicuik was not just used for making Paper. For many years coal mining took place here and the surrounding area. Read about the Mauricewood Pit on Google Classroom or look here for the same PowerPoint which will give you plenty of information about the pit and the company who ran it. <https://nationalminingmuseum.com/collection/projects/mauricewood-pit/>

Your task is to make a timeline of events about the pit. (You may remember that we made two together earlier on, when we looked at the Romans) A wee reminder -



This one we created showing when the Roman Empire was, the birth of Jesus, the Declaration of Arbroath and the Titanic sinking.

Learning Across the Curriculum

Art

Learning Intention - I can use perspective in photographs to trick the viewer. The Masons were lucky enough to visit the Mall in Washington DC in the USA in 2014 (This is where Kamala Harris watched the fireworks at the inauguration and where Martin Luther King gave his 'I have a dream speech'). We decided to play around with perspective using the Washington Monument behind us. Here are the results-



In the first Alex looks like she is trying to push the Washington Monument over or hold it up - I'm not sure which, and Laura looks like a unicorn as it is sticking right up from her head. It tricks the viewer but clearly the monument is some distance away from us. We are not the first to try and do this. Have a look here-



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four queens, four jacks and four aces, if there are three take three four of a kinds out the pack to play. Any player shuffles the cards thoroughly and deals four cards, one at a time to each player. The players look at their hands then each player passes one card to the player to the left of them and picks up the card that has been passed by the player on the right. This passing continues as rapidly as possible so that the players have difficulty keeping up the pace. As soon as a player assembles four cards of one denomination, such as four jacks, they stop passing or picking up cards and puts a finger on their nose. The other players must immediately stop passing, and they too must put their fingers on their noses. The last person to do this is PIG.



You should include when it opened, when disaster struck, the different owners and when it shut.
 2. Using the information on the PowerPoint to answer the following questions. You will need to get this information to help you with next week's writing task.
 Where was the Mauricewood Pit located?
 How many mines were there?
 What was housing like at Fieldsend and Shottstown?
 What happened in 1886?
 How many people were killed and why?
 People decided to raise money for those families that had lost the breadwinner (the main wage earner). How much did they raise?
 How did paper mill workers and miners feel about each other?
 When and why did the mine finally close?
 What is now located in Mauricewood to remember the event?
 Complete in your book or do it directly on Google Classroom.



Your challenge is to take a photograph somewhere, it might be around Penicuik, using the perspective to trick the viewer. Make this as humorous as you can. You don't need a special camera, a mobile phone will do the trick. Then upload the photo to twitter or Google classroom to show everybody else.

2. **ICT/ART**- Learning intention- I can use a search engine February 12th 2021 was the Chinese New year. Have a look at the story of the zodiac here to gain understanding.

<https://www.topmarks.co.uk/ChineseNewYear/ZodiacStory.aspx>

Use this

<https://www.topmarks.co.uk/chinesenewyear/WhatIsChineseNewYear.aspx> to answer some questions about Chinese new year. You can answer in your book or straight on Google Classroom and why not post a picture of your dragon if you make one. -

2021 is the year of which animal?
 What is your Chinese Zodiac animal? I am a monkey 🐵
 How apt!
 Write Happy New Year in Chinese.
 Find out how long the Chinese been making lanterns?
 Why do the Chinese use red?

Challenge can you make a Chinese dragon? Look here -
<https://www.topmarks.co.uk/ChineseNewYear/ChineseDragon.aspx>



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		<input data-bbox="2049 231 2123 303" type="checkbox"/>
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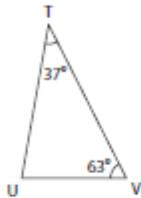
Name: _____

Triangle - Interior Angles

Sheet 1

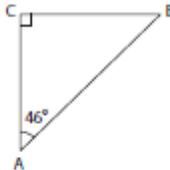
Find the measure of the indicated angle in each triangle.

1)



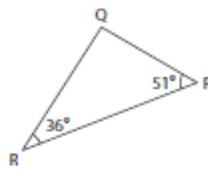
$m\angle U =$ _____

2)



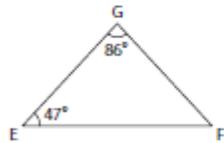
$m\angle B =$ _____

3)



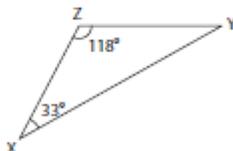
$m\angle Q =$ _____

4)



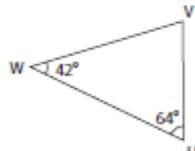
$m\angle F =$ _____

5)



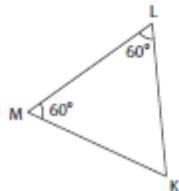
$m\angle Y =$ _____

6)



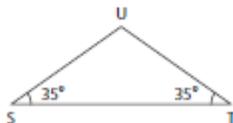
$m\angle V =$ _____

7)



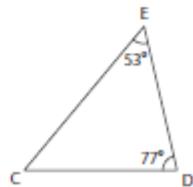
$m\angle K =$ _____

8)



$m\angle U =$ _____

9)



$m\angle C =$ _____

Printable Worksheets @ www.mathworksheets4kids.com

Name _____

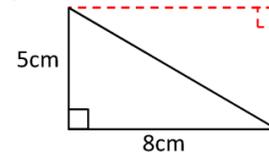
Date _____



RIGHT TRIANGLE AREA SHEET 1

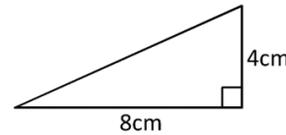
Work out the area of the following triangles by halving the area of the rectangle formed by its perpendicular sides. They are not to scale.

Example



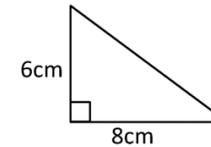
The area of the rectangle is $8 \times 5 = 40\text{cm}^2$.
The triangle is half the size of the rectangle
so its area is $\frac{1}{2} \times 5 \times 8 = 20\text{cm}^2$.

1)



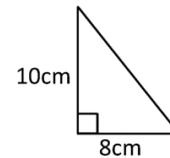
Area = _____ square cm (cm^2)

2)



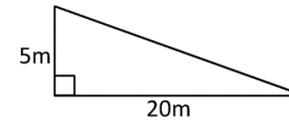
Area = _____ square cm (cm^2)

3)



Area = _____ square cm (cm^2)

4)



Area = _____ square m (m^2)

Handy hint:

The formula for the area of a triangle is
 $\frac{1}{2} \times \text{base} \times (\text{perpendicular}) \text{ height}$



Complete each activity on the grid - these can be completed in Green Jotter you were given.