**Week beginning 27th April 2020 P6/7**

This is guidance for parents to help guide pupils in their learning, it is also to be shared with pupils. I will still post each activity on the classroom when it has to be done. It is important that although sharing this with pupils it is done at the given time on Google Classroom to aid the progression of the topic.

**Learning intention:** The overall outcome of the learning experience

**Success criteria:** The particular skills being developed

**Social studies topic: Global storylines ‘Our community, our water’**

Experiences and Outcomes from Curriculum for Excellence for social studies/Health and well being

By comparing my local area with a contrasting area out with Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

HWB 1-35a / HWB 2-35a

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| **Tuesday** | **Learning intention:** We are learning to create a map which illustrates our surrounding environment**Success criteria*** I can utilise the internet to find source material
* I can draw a map with illustrates different elements of the surrounding environment
* I can create a key for my map to make sense of details
 |  **Activity**Use the internet to find areal pictures of Kilcreggan and the peninsula, despite our community being fictional due to the shorter term we are going to base the structure and landscape of it upon where we live. Create a map which shows the different geographical areas, mountains, fields, water, roads etc. Create a relevant key also to show what everything on the map represents. Your map should be in colour and as accurate as you can be in regard to the scale of everything. |
| **Wednesday** | **Learning intention:** We are learning to create a comparative chart**Success criteria*** I can utilise the internet to find source material
* I can present information in a clear and meaningful way
* I can identify contrasting information
 |  **Activity**Pick a country with a very different climate and geographic location to Scotland. Investigate the climate, the weather, the types of landscape and vegetation, what is grown in that country and how weather impacts what is grown. Split your research into two columns, Scotland/other country and use it to compare your findings about both countries |
| **Friday** | **Learning intention:** We are learning about indigenous plant-based food**Success criteria*** I can utilise the internet to find source material
* I can present information in a clear way
* I can consider layout, presentation and my audience
 | **Activity**Using your previous Investigation of what crops, plants or vegetation (Even seaweed), grow in Scotland, pick one or a few and investigate further. Find out how they are used for example for food, or medicine. Make a mind map of some kind, of all the different uses for the thing you look at. It is up to you how present your findings and how many types of plant or vegetation you look at. |

**Language work**

Spelling should still be completed on a Monday, selecting challenging words from the Fry’s lists provided in learning packs. Words should be practiced throughout the week and if possible tested on a Friday.

I will continue to post grammar work on the Google Classroom and pupils can also revise themes on Sumdog.

Personal reading should be consistent and recorded in the reading logs provided in the home learning pack, if you are able pupils ca be questioned on texts using the generic Blooms questions provided in the pack also. Pupils should also refer to the reading guidance supplied on the long-term planning document sent to you before the holidays.

**Cross curricular language work**

Experiences and Outcomes from Curriculum for Excellence for language

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions,
and by asking different kinds of questions of my own. LIT 2-07a

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. ENG 2-12a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a

Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a

Experiences and Outcomes from Curriculum for Excellence for Science

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.                                                       SCN 2-01a

Through carrying out practical activities and investigations, I can show how plants have benefited society.       SCN 2-02b

Experiences and Outcomes from Curriculum for Excellence for Drama

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

EXA 0-13a / EXA 1-13a / EXA 2-13a

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.

EXA 0-15a / EXA 1-15a / EXA 2-15a / EXA 3-15a

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| **Monday** | **Learning intention:** We are learning to create a fictional character**Success criteria*** I can ensure my writing makes sense and meets its purpose
* I can use descriptive and ambitious language
* I can read and use information provided to inform my writing
 | **Activity** Consider the community profile you were given and where your character will fit into the community. You should think about things such as job, family, appearance, personality, age and background. Write a comprehensive description of your character in as much detail as possible using ambitious and descriptive language |
| **Tuesday** | **Learning intention**: We are learning to create a meaningful diary entry as a character we have created**Success criteria*** I can ensure my writing makes sense and meets its purpose
* I can use descriptive and ambitious language
* I can consider my writing from the perspective of a character I have created
 | **Activity** Write a diary entry from your characters perspective about where you live, why you love it and what you do during an average day in the community. Again, use the community outline provided but your imagination too, try to step outside of yourself and view this entry from the characters perspective. Use emotive and descriptive language |
| **Wednesday** | **Learning intention**: We are learning to answer various types of questions on a text**Success criteria*** I can read through a text using context clues and reading strategies
* I can identify relevant information
* I can construct meaningful answers which reflect the question
 |  **Activity** Answer the factual comprehension questions provided on the given text. Make sure your answers fully reflect the question as you will need to use this information at a later date to inform your writing. Feel free to take additional notes also, the more information you have the better your writing will be! |
| **Thursday** | **Learning intention**: We are learning to research a science-based theme**Success criteria*** I can search the internet appropriately for specific information
* I can extract relevant information from a website
* I can take notes under appropriate headings
 | **Activity** Research the water-based wildlife that exists in your environment. Makes notes about each kind of creature under appropriate headings. Try to make links on how everything depends on each other, for example through food chains, for example, seals eat fish, fish eat insects and plants etc |
| **Friday** | **Learning intention**: We are learning to perform as a character**Success criteria*** I can maintain my character during a conversation
* I can consider my characters personality
* I can consider opinions from my characters perspective
 | **Activity** You will be presented mid-week with the first dilemma to face the community. When you read about the dilemma prepare points from your characters/community’s perspective to discuss in a live forum. Be prepared everyone will need to contribute their characters opinions |

**Maths**

Experiences and Outcomes from Curriculum for Excellence maths

I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. MNU 2-07a

I can show the equivalent forms of simple fractions, decimal fractions and percentages, and can choose my preferred form when solving a problem, explaining my choice
of method.

MNU 2-07b

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| **Mon-wed** | **Learning intention**: We are learning to work with fractions**Success criteria*** I can find equivalent fractions
* I can simplify a fraction
* I can convert between mixed numbers and improper fractions
* I can complete problems involving fractions
 |  **Activity**Work sheets, Sumdog, Powerpoints, video lessons, written problems, live chat lessons, brain strain, quizzes |
| **Thus-Fri** | **Learning intention**: We are learning to covert fractions to percentages**Success criteria*** I can describe the relationship between fractions and percentages
* I can convert between fractions and percentages
* I can convert between fractions and percentages when solving a problem
 |  **Activity**Work sheets, Sumdog, Powerpoints, video lessons, written problems, live chat lessons, brain strain, quizzes |
| **Anytime this week, submit Friday** | **Learning intention**: We are learning to investigate the use of percentages and fractions in the real world**Success criteria*** I can consider situations and places, percentages or fractions may be used
* I can identify whether fractions or percentages are more appropriate for a various purposes
* I can find examples of fractions and percentages in the real world
 |  **Activity**Use different methods of research such as talking to people at home or online, reading magazines, papers and websites to collect examples of real world uses of fractions and percentages. Present them in their two separate categories in a format of your choice, for example poster, PPT, photo diary, video or chart. |

I will continue to add daily challenges to Sumdog and also provide Brain Strain problem solving challenges within the Google Classroom. Work and guidance for all the above work will also be posted daily again in Google Classroom. All work will be appropriately levelled for ability and stage.

**French**

Experiences and Outcomes from Curriculum for Excellence French

I can listen to and show understanding of familiar instructions and language from familiar voices and sources.

MLAN 2-01c

When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.

MLAN 2-03a

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.

MLAN 2-03b

I can use familiar language to describe myself and to exchange straightforward information.

MLAN 2-13b

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| **Mon-wed** | **Learning intention**: We are learning to describe ourselves in French**Success criteria*** I can find equivalent fractions
* I can simplify a fraction
* I can convert between mixed numbers and improper fractions
* I can complete problems involving fractions
 |  **Activity**Work sheets, Powerpoints, video lessons, quizzes |
| **Thursday** | **Learning intention**: We are learning to partake in a discussion using French**Success criteria*** I can respond to questions in French
* I can ask questions in French
* I can describe my age, hair colour/length/style, my eye colour, my personality and my general ppearance
 |  **Activity**Goole Teams audio meet where pupils will ask and respond to various questions about themselves. Pupils will be provided with all revisionary materials throughout the week including video lessons to help them with pronunciation |

**Music**

Experiences and Outcomes from Curriculum for Excellence Music

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

EXA 0-18a / EXA 1-18a / EXA 2-18a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.

EXA 1-19a / EXA 2-19a

Mrs Nasim will provide input on Google Classrooms for music, this will link with work and activities for Charanga, a fantastic online music resource. The login details for this were provided on the front of the Home Learning Pack.