



# Kirkhill Primary Primary 7 Learning at Home

On Monday 14<sup>th</sup> September you will receive a home learning pack. This can be used to supplement pupils' learning during absence, when they are well.

P7 teachers often use Seesaw to share tasks with each class throughout the day. As such, pupils should first check Seesaw for relevant activities. If there are no scheduled activities for the day the home learning pack would then be used.

This PowerPoint details the booklets provided and the activities which can be undertaken to support learning in Literacy, Numeracy and Health & Wellbeing.

# Primary 7 Spelling

The Primary 7 teachers will communicate via Seesaw each week to let you know which unit of spelling we are working on.









Each week for spelling we have a different spelling rule. The children select the challenge level they would like to undertake. This will either be a mild, hot or extra hot challenge.









Children are encouraged to think of other words which use this spelling rule and can then choose activities from the spelling menu, included on the next slide, to help them practise the spelling rule for the week.

Children do not need to learn all the words as it is the rule which is most important. The children can access their spelling words each week on Spelling City on the following link.

<https://www.spellingcity.com/users/ShabanaHussain>

Click on the link above to access this week's chilli challenge spelling words. Children will need to scroll down to find the different groups of words. They are welcome to try all three levels, but make sure to focus on the level of challenge selected for the week. Click on the GAMES tab to access games.

<b>1. ABC Order</b>  Write all of your spelling words in alphabetical (ABC) order.	<b>2. Word Parts</b> Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u> ing <u>cater</u> pillar	<b>3. Other Handed</b> Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	<b>4. Vowel Spotlight</b> Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
<b>5. Use Technology</b> Type out your spelling words on the computer. Try to use at least 4 different fonts. 	<b>6. Pyramid Words</b> s sp spe spel spell spelli spellin spelling (or make them boat shaped, star, smiley face, etc.)	<b>7. "Ransom" Words</b> "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	<b>8. Rainbow Words</b> Write your spelling words with coloured pencils. Make each letter a different colour. 
<b>9. Scrambled Words</b> Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	<b>10. Silly Sentences</b> Write 3 or more sentences that use all your spelling words. 	<b>11. Prefixes and Suffixes</b> Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u>	<b>12. Word Search</b> Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
<b>13. Flashcards</b> Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	<b>14. Picture &amp; a Story</b> Draw a picture defining each word. Write a sentence about your picture using the word.	<b>15. Words without Vowels</b> Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	<b>16. Train Words</b> Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u> <u>back</u> <u>stop</u>
<b>17. Write a Story, Poem or Song with Words</b> Write a story using all your spelling words. Underline the words you used.	<b>18. Bubble Letters</b> Write your spelling words out in bubble writing. 	<b>19. Words Within Words</b> Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	<b>20. Picture words</b> Draw a picture and hide your spelling words in the picture.

<b>21. Question/Answers</b> Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used. 	<b>22. Riddles</b> Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant. 	<b>23. Crossword Puzzle</b> Make a crossword puzzle with your spelling. Show the answers to your puzzle. 	<b>24. Rhyming Words</b> Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again
<b>25. Homophones</b> Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're	<b>26. Writing Race</b> Set a timer for 2 minutes. See how many times you can write each word perfectly during that time. 	<b>27. Code Words</b> Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = a b = * c = #	<b>28. Word Classes</b> Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.
<b>29. Synonyms</b> Find at least 2 synonyms for each of your spelling words. 	<b>30. Antonyms</b> Find an antonym (opposite) for each of your spelling words. 	<b>31. Joker</b> Write jokes containing each of your spelling words. 	<b>32. Backwards Words</b> Write your spelling words forwards and then backwards. Remember to write neatly! <b>BACKWARDS</b>
<b>33. X Words</b> Write 2 words with one letter in common so that they cross over each other. e.g. b r c h e e s e a d	<b>34. Acrostic Poem</b> Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face	<b>35. Scrabble</b> In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value? 	

# sure / ture

Unit 1

## Choose your Chilli Challenge

Extra Hot!



- |                |                 |
|----------------|-----------------|
| 1. agriculture | 4. composure    |
| 2. manufacture | 5. architecture |
| 3. picturesque |                 |

Hot!



- |                |              |
|----------------|--------------|
| 1. exposure    | 4. puncture  |
| 2. displeasure | 5. departure |
| 3. adventure   |              |

Mild



- |             |            |
|-------------|------------|
| 1. measure  | 4. nature  |
| 2. future   | 5. picture |
| 3. treasure |            |



# ph

Unit 2

## Choose your Chilli Challenge

Extra Hot!



- |                 |                |
|-----------------|----------------|
| 1. amphetamine  | 4. decipher    |
| 2. bibliography | 5. catastrophe |
| 3. oesophagus   |                |

Hot!



- |              |               |
|--------------|---------------|
| 1. emphasis  | 4. amphibian  |
| 2. saxophone | 5. apostrophe |
| 3. autograph |               |

Mild



- |            |             |
|------------|-------------|
| 1. photo   | 4. elephant |
| 2. phone   | 5. graph    |
| 3. dolphin |             |



# Greek and Latin

## root words

Unit 3

## Choose your Chilli Challenge

Extra Hot!



- |                  |                 |
|------------------|-----------------|
| 1. chronological | 4. osteoporosis |
| 2. archaeology   | 5. anniversary  |
| 3. thermometer   |                 |

Hot!



- |               |                 |
|---------------|-----------------|
| 1. aquarium   | 4. autograph    |
| 2. biography  | 5. supernatural |
| 3. microscope |                 |

Mild



- |             |            |
|-------------|------------|
| 1. bicycle  | 4. geology |
| 2. graphic  | 5. export  |
| 3. transfer |            |



# Double consonants

Unit 4

## Choose your Chilli Challenge...

Extra Hot!



- |                  |                 |
|------------------|-----------------|
| 1. embarrassment | 4. occasionally |
| 2. necessary     | 5. dissipate    |
| 3. deterrence    |                 |

Hot!



- |              |                 |
|--------------|-----------------|
| 1. brilliant | 4. disappointed |
| 2. broccoli  | 5. committee    |
| 3. parallel  |                 |

Mild



- |            |              |
|------------|--------------|
| 1. success | 4. finally   |
| 2. allow   | 5. different |
| 3. arrive  |              |



# Connectives

Unit 5

## Choose your Chilli Challenge

Extra Hot!



- |                  |                |
|------------------|----------------|
| 1. alternatively | 4. furthermore |
| 2. meanwhile     | 5. contrary    |
| 3. consequently  |                |

Hot!



- |                 |            |
|-----------------|------------|
| 1. additionally | 4. however |
| 2. therefore    | 5. despite |
| 3. moreover     |            |

Mild



- |            |             |
|------------|-------------|
| 1. later   | 4. although |
| 2. while   | 5. besides  |
| 3. because |             |



# Word Origins

Unit 6

## Choose your Chilli Challenge...

Extra Hot!



- |              |               |
|--------------|---------------|
| 1. concerto  | 4. cliché     |
| 2. boutique  | 5. silhouette |
| 3. chauffeur |               |

Hot!



- |               |              |
|---------------|--------------|
| 1. restaurant | 4. banquet   |
| 2. gâteau     | 5. telephone |
| 3. spaghetti  |              |

Mild




- |           |          |
|-----------|----------|
| 1. menu   | 4. hoist |
| 2. café   | 5. easel |
| 3. ballet |          |




## Using a dictionary Unit 7


Choose your Chilli Challenge...

**Extra Hot!** 

1. alphabetically	4. adverbial
2. definition	5. abbreviation
3. dictionary	

**Hot!** 

1. origin	4. interrupt
2. consonant	5. meaning
3. alphabet	


**Mild** 

1. order	4. spelling
2. vowel	5. guide
3. letter	




## er or ar Unit 8


Choose your Chilli Challenge...

**Extra Hot!** 

1. accelerator	4. foreigner
2. spectacular	5. refrigerator
3. ancestor	

**Hot!** 

1. mediator	4. calculator
2. radiator	5. counsellor
3. navigator	


**Mild** 

1. lawyer	4. stranger
2. familiar	5. computer
3. popular	




## ery ary ory Unit 9


Choose your Chilli Challenge...

**Extra Hot!** 

1. contributory	4. adversary
2. compulsory	5. observatory
3. necessary	

**Hot!** 

1. territory	4. jewellery
2. stationary	5. discovery
3. ordinary	


**Mild** 

1. library	4. history
2. story	5. cutlery
3. gallery	




## Unstressed vowels Unit 10


Choose your Chilli Challenge...

**Extra Hot!** 

1. preparation	4. memorable
2. compromise	5. abominable
3. unnecessarily	

**Hot!** 

1. company	4. literature
2. voluntary	5. business
3. desperate	

**Mild** 

1. interest	4. original
2. factory	5. mystery
3. memory	





## Primary 7 Grammar

Each week in school we have grammar lessons. We use a number of different resources to teach grammar, one of which is Nelson Grammar. In the home learning pack, which you will have received on Monday 14<sup>th</sup> September, there is a booklet of home link activities. These link to grammar concepts which we will be completing this session. Please feel free to complete work in the grammar booklet which link to grammar concepts already covered in school.

On the next slides there are definitions of grammatical terms, which the children will be learning about or already know, for reference.

# Primary 7 Grammar

**Active voice:** the subject performs the action.

Example: The cat **saw** the dog.

In this sentence the cat is the subject and is performing the verb 'saw'.

**Adjective:** describe nouns (something or somebody).

Example: The **deserted** beach; an **old** wise man.

**Adverb:** describing words that add meaning to verbs, adjectives and another adverb.

Examples: I **endlessly** rained this summer.

It's **really** raining now.

**Adverbial:** words, phrases, or subordinate clauses that modify verbs or clauses.

**Adverbial phrase:** group of words that function as an adverb.

Example: He spoke **hurriedly**. (adverb)

The spoke **in a hurried way**. (adverbial phrase).

**Adverbial clause:** group of words including a verb that functions like an adverb.

Example: It will be sunny **tomorrow**. (adverb)

It will be sunny **by the time we go back to school**. (adverbial clause).

# Primary 7 Grammar

**Antonym:** a word that has opposite meaning to another word. E.g. Hot/cold.

**Apostrophe:** looks like a raised comma. Indicates possession or omission.

- Possession: The cat's food.
- Omission: It's (It is) Don't (Do not).

**Auxiliary verbs:** support the main verb and express additional meaning e.g. **to be, to have and to do**. See modal verbs for other types.

**Bracket:** used to separate off additional information that would interrupt the flow of the paragraph.  
Example: William Shakespeare (1564-1616) is the most famous playwright of all time.

**Bullet points:** way of indicating separate items in a list. For example:

- This
- And that



# Primary 7 Grammar

**Clause:** group of words that contains a verb or a subject:

- Main clause: makes complete sense on its own
- Subordinate clause: depends on the main clause to make sense.

**Colons:** use to introduce closely related information where one phrase or clause introduces the next.

Example: The weather was getting worse: she would not go out today.

**Comma:** use to separate words, phrase and clauses within a sentence to help the reader follow the meaning.

- Example: Let's eat kids (suggests the writer wants to eat children). Let's eat, kids. (suggests the writer wants to eat with the kids).
- In lists to break up items: It was lovely, warm, sunny morning.
- Used after fronted adverbials:  
At long last, the speech ended.  
Last night, he had a nightmare.
- To separate an interjection:  
Oh no, I've lost my phone!

# Primary 7 Grammar

- In speech to separate direct speech:

“It would be great,” she replied, “if I could go.”

**Compound word:** Word created out of two words: football, timetable, fireman.

**Conjunction:** links parts of a sentence together.

- Coordinating conjunctions: join clauses of equal weight. (And, but, or, so). Example: It will rain in the morning **and** the afternoon.
- Subordinating conjunctions: introduces a subordinating conjunction. (when, if, although). Example: We will light the fire **when** it gets dark.

**Connective:** type of conjunction. Link clauses to make text cohesive.

**Dash:** use to indicate the break in the flow of sentence. Example: And the winner is—Angela!

Can be use to separate off information: The lost cat—which had now been missing for three days—look small, hungry and tired.

**Dialect:** version of language spoken in a particular region.

# Primary 7 Grammar

**Direct and indirect speech:** direct speech repeats the actual words the speaker spoke. Indirect sums up what was said.

Direct: The boy shouted "Run! The Daleks are coming."

Indirect: The boy shouted run because The Daleks were coming.

**Ellipsis:** three dots to indicate something has been left out or not completed. Example: The stared in horror. Surely it couldn't be...

**Exclamation marks:** indicates strong feelings or urgency and used after interjections. Example: Just go away!

**Full stop:** separate off clumps or complete meaning.

**Hyphen:** used to link related parts of certain words together: brother-in-law, re-covering, e-mail.

**Inverted commas:** Marks the speech and quotations: "I'm not certain I'll be there," she said.

**Modal verb:** indicate levels of possibility and certainty.

Example: could, may, should (indicates suggestions)

Whilst: must, can, will (indicates obligation or advice).

# Primary 7 Grammar

**Nouns:** things, objects, people or places. You can put *a, an or the* in front of them i.e. the table, a bird.

**Collective noun:** refers to a group i.e. children, shoal.

**Proper nouns:** start with a capital letter and refer to unique things i.e. London, Tuesday, March.

**Concrete nouns:** can be seen, heard, touched i.e. chair, tree.

**Abstract nouns:** feelings ideas and concepts i.e. hate, love, anger.

**Compound nouns:** made by putting two nouns together i.e. fireman, tablecloth.

**Noun phrase:** A single unit of meaning i.e. *The tall man from across the road who grows pears is ill.*

**Paragraph:** group of sentences focusing on the same point or subject. Help structure writing by separating change of focus, time or place.

**Prefix:** added to front of root word to change the meaning: de, un, over.

# Primary 7 Grammar

**Prepositions:** phrases that join phrases together to show how they are related in time (during, in, on).

**Pronoun:** takes the place of a noun i.e. The dog looked at the sandwich and ate **it**. It replaces the noun; sandwich.

**Relative pronouns:** used in relative clause: who, which, that, whom or whose.

**Possessive pronouns:** show ownership: mine, ours, his, hers, its, theirs, yours.

**Question mark:** indicates the end of a question.

**Relative clause:** adds more information to the sentence. Typically begin with relative pronouns (which/that/who/whom/whose). Example: The shoes **that I bought** are not comfortable. Our sofa, **which is extremely comfortable**, looks rather old and tatty.

**Root word:** basic unit of meaning of a word from which other words can be created.

**Help, helpful, helpless, unhelpful.**

**Semi-colon:** use to separate closely related items within a sentence. Example: The sun shone; birds sang; insects buzzed happily.

# Primary 7 Grammar

**Sentence:** group of words in grammatical order that make sense.

Simple (single clause): The dragon sat by the kettle.

Compound (two clauses joined by a subordinating conjunction): The dragon sat by the kettle and waited for the bill.

Complex (more than one clause joined by a subordinating conjunction): The dragon sat by the kettle **because** he was making tea.

**Singular and plural:** Singular shows when there is just one of something. Plural indicates more than one.

**Subjunctive:** It is the mood of the verb to express wishes conditions and non-factual situations: If I were you... So be it...

**Suffix:** added to the end of a word to change the meaning (ible, ness, able, ed).

**Synonym:** Words that have the same meaning: large/big.

**Tense:** Two basic tenses: past and present.

Past: I danced, I was dancing.

Present: I dance, I am dancing.

**Verbs:** a doing word that shows what someone or something is, has or does.

The soup **is** hot. He **has** a dog. She **walks** to school.



# Literacy and English – Reading for Pleasure

Encouraging your child to read at home is also very beneficial. Try to discuss what they have been reading and if possible hear them reading aloud to you.

On the few next pages are some reading prompts which you might consider using to help your child discuss their reading at home.

Following this there is a reading task grid, which includes similar activities to those we might complete in school with the children.

# Questions During Reading

- Where does the story take place?
- When did the story take place?
- What did the character look like?
- Where did the character live?
- Who are the key characters?
- What happened in the story?
- Explain something that happened at a specific point in the story?
- If you were going to interview this character/author, which questions would you ask?
- Which is your favourite part? Why?
- Who would you like to meet most in the story? Why?
- What do you think would happen next if the story carried on past the ending of the book?
- Who was the storyteller? How do you know?
- Predict what you think is going to happen next. Why do you think this?
- Is this a place you could visit? Why/why not?
- How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?
- Were you surprised by the ending? Is it what you expected? Why/why not?

# Questions During Reading

- What is the main event of the story? Why do you think this?
- How did you think it would end/should end?
- Why did the author choose this title?
- Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
- Can you find some examples of effective description? What makes them effective?
- Which part of the story best describes the setting?
- Can you find examples of powerful adjectives? What do they tell you about a character or setting?
- Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?
- Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?
- Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?

# Questions During Reading

- Why did the author choose this setting?
- How could the story be improved or changed for the better?
- What was the most exciting part of the story? Explain your answer as fully as you can.
- What was the least exciting part of the story? Explain your answer as fully as you can.
- Do you know another story, which deals with the same issues e.g. social, cultural, moral issues?
- Have you ever been in a similar situation to a character in the book? What happened?
- How would you have felt in the same situation?
- What would you have done differently to the character in a particular situation from the book?
- How would you feel if you were treated in the same way as the main character?
- What did the story make you think of?
- Do you think this book is trying to give the reader a message? If so, what is it?

### **Grammar Hunt**

Read and find nouns, verbs and adjectives. Make a list for each.

### **Summariser**

Select the key events from your reading and summarise these into a detailed paragraph.

### **Front Cover**

Design a new cover and title for the book – front and back including a blurb of the book.

### **Synonyms & Antonyms**

Pick 5 descriptive words from the text and use a thesaurus to find five synonyms and antonyms.

### **Quiz**

Write a quiz to go with your reading book.

### **Character's View**

Recount an event from another character's point of view.

### **Poster/Advert**

Make a poster/advert for an event in the text.

### **Diary Entry**

Pretend you are one of the characters in the book. Who will you be? Write your diary for one day in the story.

### **Research**

Research the author/illustrator/publisher on the internet. Write a detailed report about what you find out.

### **Predict**

Predict what might happen next. Include detail in your answer and reasons why.

### **Cartoon Strip**

Make a cartoon strip showing the sequence of events in chapter.

### **Telephone Conversation**

Write a telephone conversation between two characters about a main event.

### **Illustrator**

Draw an illustration for your chapter. Use quotes from the book to describe it.

### **Newspaper**

Write a newspaper article about a problem in your story.

### **Glossary**

Make a glossary for tricky words; you may need to use a dictionary to find out the meaning.

### **Opener**

Rewrite the opening of your book. How can you improve the story opener to be more engaging?

### **Letter**

Write a letter to your friend telling him or her a bit about the book. Explain why you think they ought to read it.

### **Play script**

Re-write a section as a play script. Remember to include the correct features of a play script, including setting, props, stage directions and names of characters.

### **Main Character**

Write about the main character in the story. Choose 5-10 words to describe his or her behaviour. Give an example for each one. E.g. Sally is foolish when she goes to the mill by herself.

### **Interview**

Think of 5 questions you would like to ask one of the characters in your book. Then swap these with another person in your group and write the answers as if you were that character.

# Reading Comprehension

In your home learning pack you will have received a reading comprehension booklet. P7 teachers will communicate via Seesaw to advise which skills to work on.

Children can also access the Read Theory website to develop their comprehension skills. This site reviews pupil progress and selects passages which meet the abilities of each child.

<https://readtheory.org/auth/login>



## Primary 7 Writing

During Writing lessons at Kirkhill we use the Big Writing framework to help improve our writing, focusing on Vocabulary, Connectives, Openers and Punctuation (VCOP).

On the next few slides there are VCOP activities children can complete to practise skills in these areas. They will then apply them to extended writing pieces with their class.

This BBC website also supports planning for writing.

<https://www.bbc.co.uk/bitesize/topics/zpccwmn>

# VCOP Activities

## Varying Sentence Openers

Children are given a focus for their opener together with an example. Children should try to think of different openers for that focus.

### ***Ways to Start***

"When" starter

"How" starter

"Where" starter

Name starter

Simile

Adjective starter

"-ed" clause

"-ing" clause

One-worder

### ***Example***

Last night....

Carefully, he crept .....

Across the road....

Bill wandered ....

Like an eel .....

Tall trees towered overhead ....

Excited by the new, Joanna ran .....

Running quickly, Tim felt .....

Tired, he ambled ....

# VCOP Activities

## Varying Sentence Structure

Adult gives children one way in which they must structure a sentence, together with an example as a model. Children create their own examples.

### ***Type of sentence***

Short, simple sentence for drama

Compound sentence (joined with connective) for flow

Complex sentence to add extra information.

he had

sausages

Questions to draw in reader

Exclamations for impact

Sentence of 3 (triplet) for description

shiny

Sentence of 3 (triplet) for action

### ***Example***

Tom ran.

Tom ran and Kitty walked.

The dog bolted because  
eaten all the

What was that?

Run for it!

He wore a dark cloak,  
shoes and red trousers

Tom ran across the beach,  
jumped over the rock and  
collapsed.

# VCOP Activities

## **Call My Bluff**

Adult finds a difficult word in the dictionary. Check that those guessing don't know the real meaning (at home you could play as a family, or take turns). Write the word on the whiteboard/paper. Guessers make up a definition and write it on a piece of paper. The leader reads out the definition.

The winner is the person whose guess was closest to the dictionary definition.

## **Missing Punctuation**

Adult writes an unpunctuated sentence on a whiteboard or paper.

Children rewrite, or edit, including correct punctuation marks, on whiteboard or paper.

Can play in reverse by giving children a punctuation mark and asking them to write an

appropriate sentence that includes the given punctuation mark.

# VCOP Activities

## All Change

Write a sentence. Children have to rewrite the sentence, applying their VCOP skills to improve the sentence

Eg:

Initial sentence: "The fox crept under the shed and began to dig furiously."

Command: "Add 3 adjectives"

Child's sentence: "The cunning fox crept under the old, wooden shed and began to dig furiously."

## **Possible Commands:**

Add or remove adjectives or adverbs

Change the verbs or nouns

Add a phrase, image or clause

Use a connective at the beginning or end of the sentence

Change the opening, tense or tone of the sentence

Change the sentence to a different genre or text type

# VCOP Activities

## Word Families

On a card or post it write out a word from a word family that you are studying and stick in on a wall. Have children write out (on a post-it note) a word that belongs to the same family, and stick it underneath.

Encourage children to keep adding words.

## Synonyms

Give children an overused word eg went, said, big, small, bored, hot, excited etc.

Write synonyms on the board, but with vowels missing

E.g.: for "big" - "h \_ g \_" "m \_ ss \_ v \_"

Extension: child thinks of a synonym for the overused word and writes it(with vowels missing) for others to guess.



# VCOP Activities

VCOP – Connectives – quick activity

“but” or “so”? Which is the best connective?

I went to the park .... It was too wet to go on the slide.

The slide was wet .... I went back home again.

I was hungry... Mum made me a sandwich.

I love sandwiches.... I don't like eating the crusts.

VCOP – Connectives – quick activity

“before” or “because”? Which is the best connective?

I bought a present for my brother .... It's his birthday.

I wrapped the present ... I wrote his card.

My dog likes going for walks ... he's full of energy.

My dog chased his ball ... he looked for other dogs to play with.

# VCOP Activities

VCOP – Openers – quick activity

What is the most interesting way to finish the sentence?

Hurriedly ....

Sadly .....

Excitedly...

Last night ....

VCOP – Openers – quick activity

What is the most interesting way to finish the sentence?

I grabbed my ....

Nervously ....

Carefully ....

In rushed ....

# VCOP Activities

VCOP – Punctuation – quick activity

Full stop, question mark or exclamation mark?

Be quiet

This class is getting too noisy

Have you forgotten how to work quietly

VCOP – Punctuation – quick activity

Full stop, question mark or exclamation mark?

What's that noise

It's a monster

It was only my brother tricking me

# VCOP Activities

VCOP – Vocabulary – quick activity

Don't say "said" say .....

Who might speak in this way? When? Why?

grumble   whisper   shout

sigh        exclaim        neigh

VCOP – Vocabulary – quick activity

Don't say "said" say .....

Replace "said" with a better word:

"Oh no, not more homework," said the children.

"Wow, a new bike" said George.

"I'm going to turn you into a frog," said the witch.

"I've lost my mummy," said the little girl.

# VCOP Activities

VCOP – Vocabulary – quick activity

An adjective is a word that describes a person, animal, place or object.

Can you think of a powerful adjective to describe these things?

princess	forest	blanket
cat	cave	mum

VCOP – Vocabulary – quick activity

A verb is an action word like run, play or build.

An adverb describes the action.

Which word is the adverb? What action could it be describing?

What other actions could the adverb describe?

The soldier calmly .....

The teacher carefully ....

The giant angrily ....

The princess tearfully ....

Here are a few writing prompts.

INTERVIEW A FAMILY MEMBER & WRITE A SHORT BIOGRAPHY ABOUT THEM	WRITE A DIARY ENTRY ABOUT YOUR DAY	AN ALIEN IS KNOCKING AT YOUR DOOR! WHAT DO YOU DO NEXT?	INVENT A NEW RECIPE (INCLUDE INGREDIENTS & INSTRUCTIONS)	A PORTAL OPENS UP IN FRONT OF YOU. YOU JUMP THROUGH. WHAT HAPPENS NEXT?
WRITE A STORY WITH AT LEAST 3 PROBLEMS IN IT	WRITE A BOOK OR FILM REVIEW & EXPLAIN WHAT YOU LIKED / DIDN'T LIKE	LOOK OUT OF THE WINDOW AND DESCRIBE WHAT YOU SEE	COMPLETE A WRITING CHALLENGE FROM <a href="https://authorfy.com">AUTHORFY.COM</a>	OPEN A BOOK. SELECT RANDOM WORDS & WRITE A POEM USING THOSE WORDS
AN ANIMAL STARTS TALKING TO YOU! WHAT MIGHT YOU SAY TO EACH OTHER?	DRAW YOUR OWN MONSTER OR CREATURE & TAKE IT ON AN ADVENTURE	Daily writing prompts from Authorfy 	WRITE SOME FAN FICTION BASED ON CHARACTERS YOU LOVE	WRITE A SHORT STORY WHERE YOU TRAVEL TO THE PAST OR FUTURE
WRITE A LETTER TO YOUR FAVOURITE AUTHOR	YOU COME ACROSS A CLOSED DOOR. WHAT'S BEHIND IT?	WRITE A STORY OR POEM THAT STARTS WITH THE WORD 'HELLO'	KEEP A FOOD DIARY. CAN YOU DESCRIBE WHAT EACH FOOD TASTES LIKE?	WRITE A NONSENSE POEM IN 5 MINUTES (WITHOUT LIFTING YOUR PEN OFF THE PAPER!)
WRITE ABOUT YOUR FAVOURITE MEMORY	IMAGINE A HOUSEHOLD OBJECT COMES TO LIFE. WHAT WOULD IT SAY?	A LETTER BLOWS INTO YOUR BEDROOM WINDOW. WHAT DOES IT SAY?	WRITE ABOUT SOMETHING THAT IS IMPORTANT TO YOU	CREATE A SUPERHERO & SUPERVILLAIN. WHAT DO THEY BOTH WANT?





## Literacy – Talking and Listening

Thinking Cards (next slide)

An adult or sibling ask children questions from the thinking cards. After discussing 2 or 3 of the cards swap roles and this time the child is in charge of asking the questions. Make sure everyone is applying good talking and listening skills no matter their role:

- Make eye contact with the person you are talking and listening to.
- Listen carefully and have a think about your answer (respond to what has been said, rather than focussing only on one view point).
- Speak in a loud and clear voice.
- Remember to only talk when it is your turn.

### Thinking Card

If you could go back in time where would you go? Why? What would you do?



### Thinking Card

If you could make a potion that could anything, what potion would you make? Why? Who would you give it to?



### Thinking Card

What rules would you have if you were head teacher for the day?



### Thinking Card

If you could make a wish for someone else what would it be and who for?



### Thinking Card

If you could save 3 things from your house, what would they be? (You can not include people)



### Thinking Card

As you run up the stairs to bed you notice a little door on one of the steps. Where has it come from? Who lives behind it?



### Thinking Card

One morning you wake up and realise that you can talk to animals. What animals would you like to talk to? What would your pet say?



### Thinking Card

You are on the beach with your friend digging in the sand and find a pirate's treasure map. What do you do, where do you go, do you find the treasure?



### Thinking Card

You can invite 3 famous people over for dinner. Who would you invite and why?



## Video Vault - Literacy

Children can click on the *Video Vault* links on the following slides to try the Literacy activities.

Please note – the *Video Vault* is a work in progress. We will add more videos for important concepts as they become available.

# Literacy-Spelling

Click here to participate in a lesson on the 'tion' spelling rule. There are some follow up activities to try at the link as well.

<https://drive.google.com/file/d/11FKDdmNxZSOa7FNUdPr9xi4-GMKYfOxw/view>

# Literacy-Reading Comprehension

Click here to participate in a lesson on literal, inferential and evaluative questions. There are some follow up activities to try at the link as well.

[https://drive.google.com/file/d/1K2Ojy8cO\\_GQUypCtHVd2TlDsefLBaOm\\_/view](https://drive.google.com/file/d/1K2Ojy8cO_GQUypCtHVd2TlDsefLBaOm_/view)

[https://drive.google.com/file/d/1w\\_6fXMgkUvIuqqwL3cB17D-jpvnMpWAW/view](https://drive.google.com/file/d/1w_6fXMgkUvIuqqwL3cB17D-jpvnMpWAW/view)

# Literacy – Non-Fiction Books

Click here to participate in a lesson about features of non-fiction books. There are some follow up activities to try at the link as well. Can you look for these features in books you have at home?

[https://drive.google.com/drive/folders/10V3qoF34Ou\\_3EgiLL6Ku5yStDR5JlufT](https://drive.google.com/drive/folders/10V3qoF34Ou_3EgiLL6Ku5yStDR5JlufT)

# Literacy – Writing a Film Review

Click here to learn how to write your own film review. You could hand write it or use a software package such as PowerPoint or Microsoft Word to present your work.

[https://drive.google.com/file/d/1thpiGp\\_dGEN5bowbkh2JeyWPQdBBjpN3/view](https://drive.google.com/file/d/1thpiGp_dGEN5bowbkh2JeyWPQdBBjpN3/view)

## Literacy-Writing

Click here to participate in a lessons on different writing skills. There are some follow up activities to try at the link as well.

### Note-taking Skills

<https://drive.google.com/file/d/1RpooiXprHbb8QnjiRE8sRNTgbqD8lDRU/view>

### Newspapers

<https://drive.google.com/file/d/1ntrr-rmA1BNQuEFfk9G9rimIhdZ8AqqJ/view>

### Persuasive/Discursive Writing

<https://drive.google.com/file/d/1gFZIHdoVknnTQ81Y5MV2OmdTGo5s2WpL/view>

## Knowledge of Language through Grammar

Click here to participate in a lesson about direct speech and paragraphs. There are a few challenges for you to try. Can you write your own direct speech and paragraphs?

### Direct Speech

[https://drive.google.com/file/d/11fymP4LOA9rEM6oW\\_0LolkVOFYzT-sHU/view](https://drive.google.com/file/d/11fymP4LOA9rEM6oW_0LolkVOFYzT-sHU/view)

### Paragraphs

[https://drive.google.com/file/d/1Of565ad1GgKESX9Rw-cefeL\\_F645FLwG/view](https://drive.google.com/file/d/1Of565ad1GgKESX9Rw-cefeL_F645FLwG/view)

## Literacy – Improve your Writing

Click here to participate in a lesson about adverbs. There are a few challenges for you to try. Can you write your own description of a character or setting using adverbs?

<https://drive.google.com/file/d/1MAQDPkOWQEBOaZ5LGAuABd3rY8-XhBlw/view>

Click here to participate in a lesson about similes. There are a few challenges for you to try. Can you write your own description of a character or setting using similes?

[https://drive.google.com/file/d/1GS38HrKfiBK\\_NZtm7OoHIRijq1pGahAW/view](https://drive.google.com/file/d/1GS38HrKfiBK_NZtm7OoHIRijq1pGahAW/view)

Click here to learn how to use adverbs and adverbial phrases as sentence openers. Can you write your own story using adverbs and adverbial phrases in this way?

<https://drive.google.com/file/d/11OQARBm12qw0M1pv1NIBco2KQFlqYOH3/view>

# Useful Literacy Websites

Use these websites to practise key Literacy skills. You can play games, print worksheets and try a wide range of activities.

<http://softschools.com/> You can play lots of Literacy games here.

<https://www.topmarks.co.uk/> Wide variety of Literacy games.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize - Lessons across whole curriculum.

<https://www.educationcity.com/> Literacy games and Learn Screens - used regularly in school.

<https://www.spellingcity.com/users/ShabanaHussain> – Includes printable handwriting sheets.

<https://www.pobble365.com/> Free writing activities.

<https://www.onceuponapicture.co.uk/> Free writing activities.

<https://literacytrust.org.uk/resources/free-writing-friday-resource/> Writing tips from Cressida Cowell.

<https://www.ercultureandleisure.org/libraries> East Renfrewshire Library Services.

<https://readtheory.org/auth/login> Work through passages and answer questions on them.

<https://classroommagazines.scholastic.com/support/learnathome.html> Scholastic Classroom Magazines – Different learning experiences, each built around an article, story or video. Children can do them on their own or with their families.

# Numeracy and Mathematics

In your pack of materials there are problem solving and mental maths booklets. Pupils should use these booklets to continue to practise their numeracy and mathematics skills. There are many websites which can be used to reinforce current learning, for example:

<https://corbettmathsprimary.com/wp-content/uploads/2018/07/gold-sept-9.pdf>

Pupils can choose their challenge from bronze, silver, gold or platinum.

<https://www.cdmasterworks.co.uk/the-daily-rigour/>

This is a weekly maths newspaper, with problems to solve related to what's in the news that week.

Name: \_\_\_\_\_ Primary 5-a-day **Bronze**

8th September

$2 \times 6 \times 6$        $39 \div 3$

Lauren has split ink on her calendar.  
Which month is shown, June or July?

What day is the 4<sup>th</sup>?

What day is the 10<sup>th</sup>?

On a farmer keeps 10 sheep and cows.  
There are three times as many sheep than cows.  
There are 60 cows.  
How many animals does the farmer have?

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Name: \_\_\_\_\_ Primary 5-a-day **Silver**

8th September

$\frac{2}{9} \times \frac{3}{9}$        $4,000 \div 10$

Circle any quadrilateral with exactly two obtuse angles.

In a shop, 3 apples cost the same as 2 bananas.  
One apple costs 40p.  
How much does one banana cost?

4 doughnuts per box      14 cupcakes per box  
£0.80 each      £0.75 each

Ruby says, "I have twice times as many cupcakes than doughnuts."  
Is she correct?

Ruby buys 9 boxes of doughnuts  
She buys 10 boxes of cupcakes.

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Name: \_\_\_\_\_ Primary 5-a-day **Gold**

8th September

Simplify  $\frac{10}{16}$        $6 \overline{) 2352}$

Tick each multiplication that has an answer less than 1000.

Double a equals a third of b.

Write numbers to complete the sentence  
When a is  then b is

Every second, 3000l of water comes out of a tap into the tank.

How long does take to fill the tank from empty?

The ratio of adults to children at a cricket match is 7:5.

There are 110 people at the match.  
How many children attended the cricket match?

Kate has £12.  
James has £24.20.

James gives Kate some money so that they now have the same amount of money.  
How much does James give Kate?

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Name: \_\_\_\_\_ Primary 5-a-day **Platinum**

8th September

$72 + 28 \div 2$        $\begin{array}{r} 3402 \\ \times 58 \\ \hline \end{array}$

a and b stand for two numbers.  
Double a equals a third of b.

Write numbers to complete the sentence  
When a is  then b is

Considerably, almost a year to the day we broke the scandalous news that a man opening up a bag of Wiltshire's to discover only a single crisp inside!

Time for you to practice your Estimating & Reasoning skills by answering the following questions. Will you be the person in your class who gets closest to the correct answer?

1. What is the square root of 81?

2. Which is bigger?

(a) One third (b) a quarter of 240

3. What is a rounded to 3 decimal places?

4. The first two angles in a triangle are 40° and 70°. What is the third?

5. Your album is £12 but one shop is offering 25% off. What will they pay?

6. How many sweets are in an average 175g bag of Skittles?

7. How many Fakes are in an average 500g box of cornflakes?

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**The Daily Rigour**

Sun 6<sup>th</sup> September 2020 Issue No. 215

Your free weekly numeracy newspaper!

**Ketchup voted better than brown sauce in a bacon sandwich**

Yesterday the world was celebrating International Bacon Day as we in the UK voted to reveal the age-old question of which sauce is better in a bacon sandwich, ketchup or brown sauce?

In a recent survey of 15,400 people, 80% of them preferred ketchup to brown sauce.

By how much has the broken this record?

Ed Sheeran announces birth of first child

Ed Sheeran and his wife Cherry Seaborn have announced the birth of their first child - daughter Lyla Marianne Seaborn Sheeran.

As you may know, Ed Sheeran has named many of his music albums after mathematical symbols.

To celebrate the launch of his album - (divide) he was forced to set a maths test!

How well you get on with the questions he was asked below!

**World's longest Wiltshire is a new Guinness World Record**

Wiltshire Crops are celebrating achieving a new Guinness World Record this week for the longest potato farm in ever produced - over 30 metres in length!

Considerably, almost a year to the day we broke the scandalous news that a man opening up a bag of Wiltshire's to discover only a single crisp inside!

Time for you to practice your Estimating & Reasoning skills by answering the following questions. Will you be the person in your class who gets closest to the correct answer?

1. What is the square root of 81?

2. Which is bigger?

(a) One third (b) a quarter of 240

3. What is a rounded to 3 decimal places?

4. The first two angles in a triangle are 40° and 70°. What is the third?

5. Your album is £12 but one shop is offering 25% off. What will they pay?

6. How many sweets are in an average 175g bag of Skittles?

7. How many Fakes are in an average 500g box of cornflakes?

To see how Ed got on with his maths test, click here: <https://www.bbc.com/news/health-54842146>

© Corbettmaths 2017



# Video Vault - Numeracy

Click on the *Video Vault* links to learn more about these key concepts.

## Numeracy – Measurement

Click here to participate in lessons about measurement. There are a few challenges for you to try.

**Calculating Measurements**

<https://drive.google.com/drive/folders/1dcHpfAXQMY0nKxPAQZAIIn4oYLbU9wdNx>

**Relationship of Centimetres and Metres**

<https://drive.google.com/drive/folders/1dcHpfAXQMY0nKxPAQZAIIn4oYLbU9wdNx>

**Calculating Area**

<https://drive.google.com/drive/folders/1GcSSexmYTS4eCp8u-HmytTb10Ld9y5LM>

**Time**

<https://drive.google.com/drive/folders/1s2Fl5IM0sanOEG4zpMyTXKJEqUsN5rr->

**Angles**

[https://drive.google.com/drive/folders/1gTOcBIVb4yAS8KNP\\_KBndL8UOfVgNLuG](https://drive.google.com/drive/folders/1gTOcBIVb4yAS8KNP_KBndL8UOfVgNLuG)

# Numeracy - Multiplication and Division

Click here to participate in lessons about multiplication and division. There are a few challenges for you to try. Can you write your own calculations to solve?

## Multiplication with Carrying

[https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh\\_WKRU](https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh_WKRU)

[https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh\\_WKRU](https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh_WKRU)

[https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh\\_WKRU](https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh_WKRU)

## Multiplying 2 Digit by 2 Digit

<https://drive.google.com/drive/folders/1UAJZQArS3QsIm5Hy31q0SLIg9YeD0IJ7>

## Multiplying 2 Digits Using Factors

<https://drive.google.com/drive/folders/1UAJZQArS3QsIm5Hy31q0SLIg9YeD0IJ7>

## Using a Calculator

[https://drive.google.com/drive/folders/1SVx-3pgUJIxAmulr97yIULZ5JMPVN9F\\_](https://drive.google.com/drive/folders/1SVx-3pgUJIxAmulr97yIULZ5JMPVN9F_)

## Numeracy-Problem Solving

Click here to participate in a lesson about problem solving. There are a few challenges for you to try. Can you write your own problems for a family member to solve?

[https://drive.google.com/drive/folders/1UieUw2S0QH0hs4\\_lkwP77BKy2rRLUIMu](https://drive.google.com/drive/folders/1UieUw2S0QH0hs4_lkwP77BKy2rRLUIMu)

<https://drive.google.com/drive/folders/1PQY8hYjQpRHi6k230kjoenxm4Fybem2u>

[https://drive.google.com/drive/folders/125vMGq5A-wUf2GkKi6\\_fa1TgGaq5xke5](https://drive.google.com/drive/folders/125vMGq5A-wUf2GkKi6_fa1TgGaq5xke5)

<https://drive.google.com/drive/folders/1WP76n684R7BLZC0g2OqQhT6ATqMqzTQN>

## Numeracy- Percentages, Decimals and Fractions

Click here to participate in a lesson about percentages, decimals and fractions. There are a few challenges for you to try.

### Equivalent Fractions

<https://drive.google.com/drive/folders/1F-qUpCcIoqwP4Pi-ZMM72vWwRqpRNJMr>

### Simplifying Fractions

<https://drive.google.com/drive/folders/1F-qUpCcIoqwP4Pi-ZMM72vWwRqpRNJMr>

### Decimal Fractions

[https://drive.google.com/drive/folders/1SVx-3pgUJIxAmulr97yIULZ5JMPVN9F\\_](https://drive.google.com/drive/folders/1SVx-3pgUJIxAmulr97yIULZ5JMPVN9F_)

# Useful Numeracy Websites

Pupils can use the following websites to keep their Numeracy skills sharp. They include games, worksheets, learn screens and access to virtual versions of concrete materials.

<http://softschools.com/> You can generate your own worksheets of calculations here.

<https://www.topmarks.co.uk/> Wide variety of numeracy games.

<http://www.ictgames.com/> Numeracy games, with virtual versions of some of the concrete materials we use.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize - Lessons across whole curriculum.

<http://www.ictgames.com/mobilePage/hickoryDickory/> Telling the time activity – can set your level.

<https://www.bee-bot.us/emu/beebot.html> Beebot emulator –Skills related to position, direction and coding.

<http://www.multiplication.com/> Multiplication games.

<https://www.educationcity.com/> Numeracy games and Learn Screens - used regularly in school.

[https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in) Play games using the log in details the school have provided you with.

<https://www.cdmasterworks.co.uk/the-daily-rigour/> Weekly maths problems in current newspaper report format.

<https://mathsframe.co.uk/> Maths games and worksheets.

<https://flashmaths.co.uk/> Lot of games to consolidate skills.

<https://corbettmathsprimary.com/5-a-day/embed/&secret=1bf2nv0r3d> 5 a day as we do in class.

<https://www.mangahigh.com/en-gb/> Play games using the log in details the school have provided you with.

Click on the *BBC Bitesize* links to try these Bikeability activities.

## Health and Wellbeing – Bikeability

- Click here to learn about bicycle maintenance. You could draw an annotated diagram of your bicycle noting the important points to remember.

<https://www.bbc.co.uk/bitesize/clips/z7497ty>

- Click here to learn about the equipment you need in order to cycle safely. One possible follow up activities could be to draw a picture of yourself cycling then add the required safety equipment to your drawing - including a helmet, appropriate clothing and lights. You could then annotate your drawing with notes on safety checks that should be carried out on a bike before cycling, such as checking the tyre pressure and brakes. You could also use your drawing to create bike safety posters.

<https://www.bbc.co.uk/bitesize/clips/z6dw6sg>

Click on the *BBC Bitesize* links to try these Health and Wellbeing activities.

## Health and Wellbeing

Physical Wellbeing

<https://www.bbc.co.uk/bitesize/topics/zrsb87h/resources/1>

Food and Health

<https://www.bbc.co.uk/bitesize/topics/zfmpb9q>

Mental and Emotional

<https://www.bbc.co.uk/bitesize/topics/zbpv9j6>

Planning for Choice and Change

<https://www.bbc.co.uk/bitesize/topics/zcfgd2p>

Click on the *BBC Bitesize* links to try these Health and Wellbeing activities.

## Health and Wellbeing

Social Wellbeing

<https://www.bbc.co.uk/bitesize/topics/zk34q6f/resources/1>

Substance Misuse

<https://www.bbc.co.uk/bitesize/topics/z8b97ty/resources/1>

Relationships, Sexual Health and Parenthood

<https://www.bbc.co.uk/bitesize/topics/z4yrwmn/resources/1>

<https://www.bbc.co.uk/bitesize/topics/z9vcjxs/resources/1>



## Health and Wellbeing Family Learning Challenge

**Green Activity** – Physical education, physical activity and sport  
**Purple Activity** - Mental, emotional, social and physical wellbeing  
**Red Activity** – Food and Health

Please select one **green activity**, one **red activity** and one **purple activity** and be ready to share this experience with your class on Friday.

Identify ways in building my confidence.	Keep a journal of what you eat and evaluate how healthy your diet is.	Illustrate a poster to promote healthy choices in the canteen.	Explore strategies to play well with others and work collaboratively.	Create an exercise program for the week that has 30 minutes of daily exercise.	Try eating something new and nutritious.	Keep a journal to track how much physical activity you do in a week. Do you do enough?	Follow a recipe to make a healthy snack with an adult.
Try a new sport.	Play outside for at least 30 minutes.	Help to do some gardening with an adult.	Participate in some yoga or meditation activities.	Discuss growth mindset.	Do a blindfold 'What fruit or veg is this' taste quiz. Explore the different tastes.	Play outside with a friend or sibling for at least 30 minutes.	Help with the food shop and discuss the ingredients.
Compare the meaning of need and want.	Create a recipe using farm produce.	Talk about my friendships.	Make a meal using your knowledge of the Eatwell plate.	Discuss my feelings and the different feelings I may have.	Design an advert to promote a healthy food or activity.	Explore the labels on packaging.	Identify how the rights of a child link out with school.
Go on a walk and demonstrate how to travel safely.	Create a healthy meal with an adult	Discuss how to keep yourself safe.	Explore ways of keeping your body clean and healthy.	Use Just Dance for at least 30 minutes. Involve your family!	Identify how to respond in an emergency situation.	Go for a long walk to explore your community.	Work with an adult to learn about kitchen hygiene.
Make your own lunchbox for school.	Keep a sleep diary and evaluate whether I get enough sleep?	Identify the importance of uniqueness and differences.	How many burpees can you do in a minute? Challenge someone else.	Discuss the importance of hand washing.	How many jumping jacks can you do in one minute?	Identify your wellbeing using the SHANARRI indicators.	Discuss people you show respect to and why.

At Kirkhill we are **#PROUD** of our school community. Everyone is encouraged to be creative, strive for excellence and be inspired to attain, achieve and be their best.

Perseverance, Resilience and Respect, Optimism, Unity, Diversity



# Other Areas of the Curriculum

<https://www.topmarks.co.uk/> Wide variety of games for across the curriculum.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize - Lessons across whole curriculum.

<https://www.educationcity.com/> Science games and Learn Screens - used regularly in school.

<https://www.ercultureandleisure.org/libraries> East Renfrewshire Library Services

<https://gowild.wwf.org.uk/> Good for Social Studies. Lots of stories, games and worksheets.

<https://www.tigtagworld.co.uk/> Primary Science – You might be asked for your Glow username and password.

<https://www.twig-world.com> Primary Science - You might be asked for your Glow username and password.

<https://www.natgeokids.com/uk/> Useful for Social Studies and Science. Articles, resources and quizzes.

<http://www.primaryhomeworkhelp.co.uk/> Useful for many different topics