

Whinhill Primary School
Home Learning
Primary X

Week beginning 20.4.20

Literacy		
Reading	Writing	L&T and Spelling
<p>Focus this week: Predicting Analyse a text for clues or apply your own knowledge and experience to think and say what will happen next.</p> <p>Task 1: Read the first chapter of a book, verse of a poem or part of a story. Try to predict what will happen next. Explain your thinking. Try to give evidence to support your predictions.</p> <p>Task 2: Create some predicting questions of your own to ask someone at home or ask yourself about the world around you. Predicting questions are often used in science experiments remember. What will happen if?</p> <p>Remember to add any of your questions, thoughts or ideas to our literacy discussion channel on Teams if you want to.</p> <p>Next steps: Next week we will focus on another reading skill. You might want to start thinking about some of them or suggest which one we do next or activities we could try.</p> <p><i>Clarify, Predict, Summarise, Question, Infer, Skim/Scan?</i></p> <p>Task 3: Giglets Weekly book and accompanying task - www.giglets.com (personal log in information emailed via Glow)</p> <p>Free selection of audiobooks: https://www.audible.co.uk/cat/Children-Audiobooks Audiobooks, extracts, activities and lessons from authors: https://www.worldbookday.com/ Author videos, reading and writing resources and activities: https://www.scottishbooktrust.com/topics/read-write-count</p>	<p>Focus this week: Description Using descriptions in our writing helps us to explain more about our characters and settings. Good description adds interest and brings our story to life for the reader by stimulating their senses. Try to focus on all of the reader's senses. What can they see, hear, taste, touch, smell? Remember to keep it subtle and weave it into your story gradually rather than listing descriptions of things.</p> <div style="text-align: center;">  </div> <p>Write: Let's use all of our beautiful rainbows as inspiration. If there really was a land at the other end of the rainbow, what would it be like? Create a story about a character who ends up 'Over the Rainbow' and describe the adventure that they have. Who do they meet? What do they see, hear, smell, taste and feel?</p> <p>Wagoll: (What a good one looks like) J.K. Rowling: <i>'Harry sat down in the tent entrance and took a deep breath of clean air. Simply to be alive to watch the sun rise over the sparkling snowy hillside ought to have been the greatest treasure on earth..... He looked out over the valley blanketed in snow, distant church bells chiming over the glittering silence.'</i></p> <p>Glow/Teams: Upload a document onto Teams if you are able to. If not you could write yours out and take a picture to send to me. Soon I will be explaining how to use Class Notebook to type this up which will make it a bit easier for everyone.</p> <p>Daily writing ideas & activities: https://www.pobble365.com</p>	<p>Listening and Talking (L&T) Focus this week: Rules Task 1: Try to remember all of our listening and talking rules. Explain to another person in your house what they mean, how we use them and why they are important to our learning.</p> <ol style="list-style-type: none"> 1. Sit so that everyone feels included. 2. Good body language. 3. Hand signals to take turns. 4. Don't take attention away from the person speaking. 5. Respect people's feelings; never laugh at anyone's ideas or opinions. 6. It's ok to disagree but do it politely. 7. Give thinking time but be ready to 'chip in' with super hero scaffolding if someone wants us to. 8. Don't repeat, build on ideas. 9. Ask interesting questions and give strong answers to make our brains grow. 10. Know your learning intention and success criteria so that we can discuss whether we got better at the end and make new targets. <p>Task 2: You could try to make up your own set of talking and listening rules with the people in your house. Remember, everyone must get an equal say and everyone must agree on the final rules.</p> <p>Task 3: Observe and note how well other's discuss things on television or on radio or pod casts. Do they stick to the rules? What could they do to improve?</p> <p>Spelling: Phoneme Families ae (a-e, ay, ai, ey, ea) ee (ee, ea, e, ie, e-e) ie (igh, i-e, ie, y) oe (o-e, oa, ow, oe) ue (oo, u-e, ew, ue, u) f (f, ff, ph)</p> <p>Task 1: Choose one phoneme family we have learned this year from the list of words. Diacritically mark. (_ . ^) Ask an adult to dictate some sentences to you which contain these words.</p> <p>Task 2: Sumdog/Education City: Complete weekly spelling challenges https://www.literacyshed.com/home.htm https://new.phonicsplay.co.uk</p>

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Numeracy		
Mental Agility	Number	Beyond Number
<p>Focus this week: Multiplication and Number Processes</p> <p>Task 1: Practise the 3, 4, 6, 7, 8 and 9 times tables. Reflect on your progress. What tables do you know? What tables do you need to work on? How are you going to get there? Set yourself small, manageable and measurable targets.</p> <p style="color: red;">Remember there are lots of songs on Youtube to help you learn them. https://www.youtube.com/user/JackHartmann</p> <p>Task 2: Write a 2/3/4/5/6/7/8 digit number - What number comes before/after it? How many ones, tens, hundreds etc does it have? Round the number to the nearest 10, 100, 1000 etc. Do this for at least 5 different numbers. Challenge yourself appropriately.</p> <p style="color: red;">Extra support and explanation https://www.bbc.co.uk/bitesize/topics/zm982hv/articles/zdhfy9q</p>	<p>Focus this week: Multiplication</p> <p>Task 1: Choose a multiplication sum from the 3, 4, 6, 7, 8 and 9 times table. Write down the multiplication and division sums these numbers can show (inverse) e.g. $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 3 = 2$, $6 \div 2 = 3$. Challenge yourself eg if $2 \times 3 = 6$ then $200 \times 3 = 600$.</p> <p>Task 2: Complete weekly Sumdog/Education city challenges set.</p> <p>Task 3: Think of a 2/3/4/5 digit number. Multiply this number by a different 1 or 2 digit number. You could use your number talks strategies or long multiplication/chimney sums! How many different strategies can you use?</p> <p style="color: blue;"><i>Countdown maths game to practice addition, subtraction, multiplication and division fluency:</i> http://happysoft.org.uk/countdown/numgame.php</p> <p style="color: blue;"><i>Carol Vorderman website for continued revision and learning (free sign up over school closure)</i></p> <p style="color: blue;"><i>http://themathsfactor.com Games and challenges to complete: https://nrich.maths.org/primary www.topmarks.co.uk www.mathszone.co.uk https://www.mathplayground.com/ https://www.transum.org/ https://www.mathsweek.scot.activities</i></p> <p><small>*Remember to focus upon multiplication on these games.</small></p>	<p>Focus this week: Time durations</p> <p>Task 1: What devices have you got in your house for measuring time? A phone, a traditional analogue clock, digital clocks on computers or other devices, a sand or egg timer? Investigate how many you have?</p> <p>Task 2: Estimate and then time how long it will take you to do a set of challenges. Examples might include how long it will take you to move objects from one place to another, do an obstacle course you have created, run round the garden/room a certain number of times, say your tables, list all the countries in Europe, retrieve items placed around the house or garden. How long will it take you to tidy your room, do the dishes, put a washing away, clean out a cupboard! See how creative you can be and how accurate you can be with your estimations.</p> <p>Task 3: Can you think of new and creative ways to measure time durations. Can you think of factors affecting how long it will take you to do certain things?</p>

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Learning Across the Curriculum

Health & Wellbeing

Task 1: Plan/create your own workout- it has to be at least 10 minutes long.

Task 2: Can you make up a catchy slogan, poem or song that will help encourage people to keep their hands clean at all times?

Other activities:

1. Mindfulness - Activity 'Go-Noodle'
2. Cosmic Kids Yoga - www.cosmickidsyoga.com
3. Create a #HappySongs or #MindfulMusic playlist to share.

Growth mindset videos to support resilience:

<https://www.growthmindsetyeti.com>

Health and wellbeing games linked to safety:

<https://www.gosafescotland.com/>

Yoga videos for children:

<https://cosmickids.com>

The Body Coach (daily live 30 minute workout Monday to Friday):

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

Other Curricular Areas

New topic: We will be looking at Developing the Young Workforce in term 4 which means we will be looking at a range of future careers, jobs and professions that you might be interested in doing and what skills and qualifications are needed. I have uploaded a little starter activity into files in our Teams group.

I'd love to start a little discussion on our Teams group about the sort of things you'd like to include in this topic, what ideas and experiences you already have and what sort of things you would like to investigate and find out. Some of you might have inspiring friends or relatives that we could ask about particular jobs and careers. Keep your ideas coming

Look out for new learning activities and challenges uploaded via Twitter and Glow/teams!

Science, Technology, Engineering and Maths (STEM)

Focus this week: Materials

Task: What's in your house?

Find 5 things in your house. What are they made from? Can you name the properties of the different materials?

www.stem.org.uk/rxg2rt

Follow this link for STEM home learning activities: <https://www.stem.org.uk/home-learning/primary>