

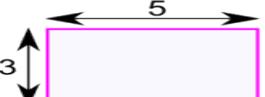
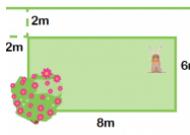
Whinhill Primary School
Home Learning
Primary 6

Week beginning - 4.5.20

Literacy		
Reading	Writing	L&T
<p>Focus this week: Summarising Retell what you have read in your own words focusing on the main ideas and key points.</p> <p>Strategies: <i>make notes of the key points/main ideas of the text, question words to help you; who, what when, where, why and how, use your own words as much as possible, only include important information, remember to keep to the facts, keep the summary short by using as few words as possible, use bullet points or paragraphs to help separate ideas.</i></p> <p>WAGOLL: "Blurbs" of books are good examples of how to write a summary although they do not include the ending. Your summary should include information about how the story ends.</p> <p>Task 1: Read a chapter or part of a story. Try to summarise the main points. Use the strategies above to help.</p> <p>Task 2: In the News- choose a topic from https://www.bbc.co.uk/newsround this week to complete an 'In the News' summary in the same way that we usually do for homework. Use the usual headings: who, what when, where, why and how.</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: <i>Clarify, Predict, Summarise, Question, Infer, Skim/Scan</i> There are some follow up summarising tasks on our P6 city on Education City to try.</p> <p>Task 3: Giglets Weekly book and accompanying task - www.giglets.com (personal log in information emailed via Glow) *Free choice of audiobooks and other resources on last week's planner.</p>	<p>Writing/Art project: Go to the Other Curricular Areas section on page 4 to find out about our exciting 'Words in Art' project!</p> <div style="text-align: center;">  <p>Punctuation</p> <p>Focus this week: Apostrophes (Contractions)</p> <p>An apostrophe is a punctuation mark. It looks like this:</p> <p style="text-align: center;">'</p> <p><i>You can use apostrophes to show that you have omitted (left out) some letters when you are joining words together. For example, you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.</i></p> <p><i>Sometimes, however, you need to rearrange the letters a bit when you contract the words. For example: will + not = won't.</i></p> <p><i>Using contractions like these makes your writing easier to read and more friendly.</i></p> <p>Task: Go to BBC Bitesize: Apostrophes for contractions</p> <p>https://www.bbc.co.uk/bitesize/topics/zwwxnb/articles/zcyv4qt</p> <p>Watch the 'How to use apostrophes in contractions video. Complete the 3 activities at the end of the video.</p> <p>Challenge: Complete the quiz at the end in order to check your understanding.</p> </div>	<p>Listening and Talking (L&T) Focus this week: Questions - closed/open ended questions linked to our DYW topic (Developing the Young Workforce)</p> <p>Task: Begin to prepare the questions you would ask if you got the chance to interview a person who is doing your dream job. How can you shape your questions to encourage the speaker to give you as much information as possible about the subject?</p> <p>Tips: Avoid closed questions that ask for simple yes, no or one word answers. Examples of closed questions might be: Do you enjoy your job or What is your favourite part? By adding some simple words or phrases you will get a much fuller response. Examples of open ended questions might be: Why? Describe? Tell me more about? How?</p> <div style="text-align: center;">  </div> <p>Glow/Teams: Upload your questions onto Teams. Try Class Notebook if you are able to. If not you could write yours out and take a picture to send to me or write them on the literacy chat in teams.</p> <p>Daily literacy ideas & activities: https://go.educationcity.com/ https://www.pobble365.com https://www.literacyshed.com/home.html 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>Remember there are lots of songs on YouTube to help you learn them. https://www.youtube.com/user/JackHartmann</p> <p>Task 2: Look in a newspaper or online at property prices. Write down the price of 6 properties. What number comes before/after each price? Write down how many units, tens, hundreds etc. each one has? Write each number in words.</p> <p>Work out the difference between the most expensive and the cheapest. How many strategies can you use to work this out?</p> <p>You can choose to do all of the tasks or just some. Challenge yourself appropriately.</p> <p>Extra support and explanation https://www.bbc.co.uk/bitesize/topics/zm982hv/articles/zdhfy9q</p> <p>Extra challenges: Sumdog and Education City https://www.themathsfactor.com/ Countdown maths game: http://happysoft.org.uk/countdown/numgame.php</p>	<p>Focus this week: Subtraction</p> <p>Task 1: Think of a 1/2/3/4/5 digit number. Subtract this number from a larger 2/3/4/5 digit number. You could use your number talks strategies or choose to do an algorithm (upstairs/downstairs sum). How many different strategies can you use? Try to teach someone else your strategy to check your understanding.</p> <p>Challenge: Try thinking of some real life number problems that might involve you having to do a subtraction sum. See if you can ask someone in your house to figure it out. You might need to give them a hand and teach them some strategies!</p> <p>Some strategies we have been using in class:</p> <ul style="list-style-type: none"> partitioning add to subtract, bridging (shopkeeper's method) compensating doubles count backwards in jumps (open number lines are a useful and quick tool to help us with some of these strategies) <p>Need a little extra help? Here are some useful tutorials to remind us how these strategies work:</p> <p>Partitioning and jumping back (number line): https://www.youtube.com/watch?v=quiZDDk5gYU https://www.youtube.com/watch?v=OpNie8ZxPCs https://www.youtube.com/watch?v=3JiLbz4wbNY</p> <p>adding to subtract (open number line): https://www.youtube.com/watch?v=9kp5-4Cs40 https://www.youtube.com/watch?v=XMvjd8seMI</p> <p>formal subtraction: https://www.youtube.com/watch?v=0Wwdw68w0KI https://www.youtube.com/watch?v=YmhHRIx19aQ https://www.youtube.com/watch?v=YmhHRIx19aQ</p> <p>compensating: https://www.youtube.com/watch?v=ea5q76uxEhk https://www.youtube.com/watch?v=KO_qBYnOPV4</p> <p>subtraction using doubles: https://www.youtube.com/watch?v=7UIMnZ5lj0c</p>	<p>Focus this week: Area and Perimeter</p> <p>Perimeter-distance around the edge of a shape</p>  <p>Area-of a rectangle = length x breadth (width)</p>  <p>Task 1: Calculate the areas and perimeters of items in the house, i.e. tables / tea towels / envelopes.</p> <p>Challenge: Look at surfaces which aren't squares or rectangles. What strategies can you use to work out their area and perimeters?</p> <p>Task 2: Calculate the areas and perimeters of rooms in your house or your garden.</p>  <p>Challenge: Link with your health and wellbeing task this week to design a challenge for yourself. Can you work out equivalent distances? How many times would you have to walk round your house to match the distance from your house to another destination like Whinhill Primary/The Town Hall/ Port Glasgow/Edinburgh Castle/London Bridge/The Moon! You will need google maps and a calculator (and possibly an adult) to help you with this one! How many times would you have to walk round your house/garden to match this?</p>

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Learning Across the Curriculum

Health & Wellbeing



Task 1: Have you been inspired by Captain Tom Moore or anyone else taking part in fabulous physical challenges at home at the moment? Why not give one a go! You could try running, jogging or walking a certain distance every day and adding it up. See how far your total would get you? (link to maths challenge this week).

You could try this when you are out for your daily exercise, round your house, up and down your stairs, round your garden or even jogging on the spot! Maybe you could do it as a family and add all of your distances together! Maybe you could complete the equivalent of walking somewhere that is special to you and your family.

Other activities:

1. Mindfulness - Activity 'Go-Noodle'
2. Cosmic Kids Yoga - <https://cosmickids.com>

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=lEWcBIvqjDk>

Science, Technology, Engineering and Maths (STEM)

Focus this week:

Task: Can you guess what these close up images are? Maybe you could try taking some close up photos and see if your family can guess what they are or put them onto Teams and see if your classmates can guess!



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

Other Curricular Areas

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'Words in Art' Project:

Focus: Figurative Language

Figurative language (imagery) is used to engage the reader. Techniques may include:

Alliteration - using the same letter or sound at the beginning of a group of words (*the slinky snake slithered*).

Simile - directly comparing two different things for descriptive effect usually using 'like' or 'as' (*her eyes were as bright as the sun, the rainbow stretched out like a colourful umbrella over the sky, curving like a bridge across our world*).

Onomatopoeia - when a word describes a sound and actually mimics the sound or action it refers to when spoken (*splat, boom, pow, whoosh, zoom*).

Metaphor - to describe something or someone as something else for effect (*She is my rock*). Obviously she isn't actually a piece of rock but she shared similar characteristics like strong and steady. (*He was a bolt of lightning*). Obviously he wasn't actually a bolt of lightning but he shared similar characteristics like being very fast.

Personification - to give an animal or object qualities that only a human can have (*the flowers nodded their heads, the tree whispered in the wind*).

Activity:

Step 1: Create or find a drawing, painting, collage or photo of something that captures your interest in world around you. You could use one of the nature pictures that you created last week. If you are able to, you could print out one of your photographs to use. Examples might include a flower, a tree, a puddle, the sky, a rainbow, a star, the moon.

Step 2: Choose one of the figurative language techniques to describe or tell the story of your photo or picture. Make a note of this on a scrap piece of paper first.

Step 3: Now add your words. Some ideas include using a bold pen or marker, paint, a collage of cut out letters or words from old newspapers and magazines and decide how you would write these words, phrases or sentences onto your picture/photo in an artistic way.

Step 4: You may wish to add another phrase using the same technique or try different technique. Alternatively, you may wish to leave it very simple and try a different technique using another fresh picture/photo. It's totally up to you!

Some ideas:



Be as imaginative as you like in order to create an interesting background for your wonderful 'figurative' words and phrases to be placed on top. I'm sure you will come up with lots of fantastic ideas. Have fun and be as creative as possible!

You will see some more ideas and WAGOLLS posted on our Twitter feed too.

Go to <https://go.educationcity.com/> to find out more about figurative language in our 'Figurative Language' city.

Glow/Teams/Email: Upload a picture to send to me if you are able to.

Reminder - Mon 4th May and Fri 8th May are public holidays

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