

## Mortlach Primary School Week 7 Self-isolation Grid for Primary 6

Primary 6: Learning activities

(Remember: Primary 6 in Scotland is equivalent to Year 5 in England.)

Parents will need to register for a free account on Studyladder if they wish to use these resources. Click the link here to [find](#) the registration page.

Literacy	Numeracy	Health and Wellbeing
<p><b>Reading</b> Continue to read a book of your choice.</p> <p><b>Reading comprehension</b> Select a short story, poem or novel and try to answer questions from each of the sections below.</p> <p><b>Remembering</b> Can you recall a fact from the story? What is the setting in the story? - How do you know? Name the main characters in the story? What are they like? What was the first thing that happened in the story? Can you list three main events in the story? Who solved the problem in the story? - What did they do?</p> <p><b>Understanding</b> What was the story mainly about? Who is your favourite character and why? How did the main character feel at the beginning/end of the story? Describe the main character using three adjectives. Explain why the story has the title it was given. What is your opinion about how the character solved the problem?</p> <p><b>Applying</b> Make a connection to the story. - Is the connection: text-self, text-text, text-world? How are you like the main character in the story? What unanswered questions do you have about the story?</p>	<p>Log into studyladder; year 5 and try the following: <a href="https://www.studyladder.co.uk/games/mathematics">https://www.studyladder.co.uk/games/mathematics</a></p> <p><b>Addition, Subtraction, Multiplication and Division</b> - try the activities. When trying the Mental Maths activities consider your strategies, write down the way you are calculating the answers in your head. Discuss this with someone at home or with your teacher when you are in school. Is there another way that is quicker?</p> <p><b>Times table practice</b> Activities online and/or... Make up a game to practise your times tables, eg pairs or hit the button Eg. Write 6x7 on one piece of paper and 42 on another, either match them up or play hit the button with a partner - lay the cards on a flat surface, one person says 6x7 or 42 and other(s) hit the paper with the answer</p> <p><b>Place value</b> Try the activities online for place value.</p> <p><b>Negative numbers</b> Go to <a href="https://www.studyladder.co.uk/games/mathematics/gb-year-six">https://www.studyladder.co.uk/games/mathematics/gb-year-six</a> and in the Numbers and Place Value section try the activities on Negative numbers and Positive and Negative numbers.</p>	<p><b>Art</b> Create a piece of art based on a book, story or poem you have read or written yourself.</p> <p><b>French</b> Try 'The Great French Language Challenge' at the website below. <a href="https://www.britishcouncil.org/sites/default/files/the_great_french_language_challenge.pdf">https://www.britishcouncil.org/sites/default/files/the_great_french_language_challenge.pdf</a></p> <p><b>Science Evolution</b> Research more about our topic on Evolution. Websites like bbc.co.uk and National Geographic have some great resources on evolution, adaptation and endangered species. Choose a topic, gather information and present what you learn in the form of an information poster, a leaflet or through using PowerPoint, book creator or video.</p> <p>Try out some of the quizzes online to test your skills and develop your knowledge (you get 15 questions FREE a day) <a href="https://www.educationquizzes.com/ks2">https://www.educationquizzes.com/ks2</a></p>

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<p>What did you learn from reading this story? Why did the author write this story? What is the genre of this story? - How do you know?</p> <p><b>Analyzing</b></p> <p>How did the main character change during the story? What was the turning point in the story? What was the theme of the story? - Can you name another story with the same theme? Which part of the story did you like best? - Why did you choose it? Which events could not have happened in real life and describe why? How are the characters alike and different?</p> <p><b>Evaluating</b></p> <p>What would happen if you took out a key event in the story? Which character would you most like to be friends with and why? Would you recommend this book? Why or why not? Was the character good/bad and explain your answer? Do you think the character solved the problem in a good/bad way? Why do you think the character did what they did?</p> <p><b>Skills Practice</b></p> <p>Try the exercises on synonyms and adjectives in the Developing Language section <a href="https://www.studyladder.co.uk/games/literacy/gb-year-five">https://www.studyladder.co.uk/games/literacy/gb-year-five</a> Then go to <a href="https://www.studyladder.co.uk/games/literacy/gb-year-five/english-writing-157">https://www.studyladder.co.uk/games/literacy/gb-year-five/english-writing-157</a> Try the following exercises; Writing: Writing a description - The Royals Writing a narrative: Invisible Me</p>	<p><b>Problem solving</b> Try the activities in the Two Step Problem Solving section.</p> <p><b>Information Handling</b> Look at the section on Data, Graphs and Statistics in both year 5 and Year 6. Year 5: activity on Line graph Year 6: activities on Interpreting line graphs and line graphs and activity on calculating mean, median, mode and range.</p> <p>Log into <a href="http://www.sumdog.com">www.sumdog.com</a> and play the games</p> <p><b>Games</b></p> <p><b>Number Bonds and Times Tables</b> <a href="http://www.topmarks.co.uk/maths-games/hit-the-button">www.topmarks.co.uk/maths-games/hit-the-button</a> <a href="http://www.timestables.co.uk">www.timestables.co.uk</a> <a href="http://www.mathszone.co.uk">www.mathszone.co.uk</a></p> <p><b>Numeracy and Maths Games</b> <a href="https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing">https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing</a> <a href="https://home.oxfordowl.co.uk/maths/">https://home.oxfordowl.co.uk/maths/</a> <a href="http://www.mathsframe.co.uk">www.mathsframe.co.uk</a> <a href="http://www.mathsisfun.com">www.mathsisfun.com</a> <a href="https://nrich.maths.org/9086">https://nrich.maths.org/9086</a></p>	
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Writing a narrative: *The Giant*

Use these to plan your writing and then use the skills to write independently.

**Writing**

Choose a picture of a person or a setting and write a descriptive paragraph. Consider your use of adjectives.

Create a story plan and then write a story with a simple plot. Remember to use paragraphs including; an introduction, build-up and conclusion.

Write a letter to someone you know.

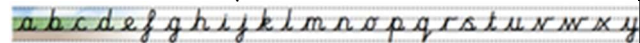
Remember how to layout your letter and include an address, date and greeting.

Try to use your best joined up handwriting.

Use technology to present your character, setting description or your story in an interesting way e.g. recording your voice, creating a PowerPoint, iMovie or use Book creator.

**Handwriting**

Carefully and neatly handwrite a piece of your writing or practise some spelling words. Focus on joining all the letters correctly.



**Talking and Listening**

Try out some of the ideas below to practice your listening and talking skills

- Play 20 questions

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- Play a board game
- Watch news round to learn about the news:  
[https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)

**Spelling**

- Test yourself on common words, work your way through the first 400, identifying any you are unsure of. Focus on learning to spell these words.
- Practise the following spelling rules:
- Words with silent letters - **b, g, h, k, l, t** and **w** eg. write, comb
- **Soft c** rule where c before e, i, y represents the 's' sound
- Suffixes -
- Plurals - look at words ending in **ff, f, fe, o** and **y** (notes below)
- Verbs adding suffixes **ing** and **ed** (notes below)
- Adding **er** and **est** to words
- Select words from your reading book or a poem and see if you can change them by adding suffixes
- Go to:  
<https://www.doorwayonline.org.uk/activities/speller>

Look at the list of levels and select your spelling work to practise what you have already been taught or challenge yourself.

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Suggestions include:

- Word beginnings and endings
- Lists
- Common words.

Use some of the active spelling strategies you would use in class. Eg, writing out in different colours, pyramid writing, create mnemonics, write sentences, a paragraph, poem or rap using as many of your spelling words as possible.

Spelling notes:

Suffixing rules

Plurals:

- words ending in **ff** add **s** to make the plural form
- words ending in **f** or **fe** change the **f** to **v** and add **es** to make the plural form
- some words ending in **o** just add **s** whereas other words add **es**
- words ending in **y** with a vowel before the **y** just add **s**
- words ending in **y** with a consonant before the **y**, change the **y** to an **i** and add **es**

Verbs adding suffixes **ing** and **ed**:

- Words ending in **e** drop the **e** and add **ing**
- Short vowel words double the final consonant and add **ing**
- Words ending in **e** just add **d**
- Short vowel words double the final consonant and add **ed**

Adding **er** and **est** to words

Words ending in **e** just add **r**

Short vowel words double the final consonant and add

**er**

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Words ending in y change the y to an i and add **er**  
 Words ending in y change the y to an i and add **est**

**Fry Sight Words**  
 First 100 Words (#1-100)

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	them	than
you	what	these	first
that	all	so	water
it	were	some	been
he	we	her	called
was	when	would	who
for	your	make	am
on	can	like	its
are	said	him	now
as	there	into	find
with	use	time	long
his	an	has	down
they	each	look	day
I	which	two	did
at	she	more	get
be	do	writes	come
this	how	go	made
have	their	see	may
from	if		part

**Fry Sight Words**  
 Second 100 Words (#101-200)

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
years	too	even	air
live	means	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
things	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world

**Fry Sight Words**  
 Third 100 Words (#201-300)

high	saw	important	miss
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountains
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eyes	paper	book	list
light	together	hear	song
thought	got	stop	being
head	group	without	leave
under	often	second	family
story	run	late	it's

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**Fry Sight Words**  
Fourth 100 Words (#301-400)

body	order	listen	farm
music	red	wind	pulled
color	door	rock	draw
stand	sure	space	voice
sun	become	covered	seen
questions	top	fast	cold
fish	ship	several	cried
area	across	hold	plan
mark	today	himself	notice
dog	during	toward	south
horse	short	five	sing
birds	better	step	war
problem	best	morning	ground
complete	however	passed	fall
room	low	vowel	king
knew	hours	true	town
since	black	hundred	I'll
ever	products	against	unit
piece	happened	pattern	figure
told	whole	numeral	certain
usually	measure	table	field
didn't	remember	north	travel
friends	early	slowly	wood
easy	waves	money	fire
heard	reached	map	upon

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