

## Mortlach Primary School

### Week 7 Self-isolation Grid for Primary 7

Primary 7: Learning activities

(Remember: Primary 7 in Scotland is equivalent to Year 6 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?</p>	<p>Log into studyladder; year 6 and try the following: <a href="https://www.studyladder.co.uk/games/mathematics/gb-year-six">https://www.studyladder.co.uk/games/mathematics/gb-year-six</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>Information Handling</b> Look at the section on Data, Graphs and Statistics, try each of the activities.</p> <p><b>Problem solving</b> Try the activities in the Two Step Problem Solving</p>	<p><b>Topic</b> Consider inspirational figures; current or historical. what is inspirational about this person? Choose an inspirational figure and research what makes this person inspirational. Present your findings through a poster or leaflet, or use technology to create a powerpoint, iMovie or use Book creator.</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>Try out some of the quizzes online to test your skills and develop your knowledge. You can have 15 questions FREE each day. <a href="https://www.educationquizzes.com/ks2">https://www.educationquizzes.com/ks2</a></p>

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<p>What unanswered questions do you have about the story?</p> <p>What did you learn from reading this story?</p> <p>Why did the author write this story?</p> <p>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?</p> <p>What was the turning point in the story?</p> <p>What was the theme of the story? - Can you name another story with the same theme?</p> <p>Which part of the story did you like best? - Why did you choose it?</p> <p>Which events could not have happened in real life and describe why?</p> <p>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?</p> <p>Which character would you most like to be friends with and why?</p> <p>Would you recommend this book? Why or why not?</p> <p>Was the character good/bad and explain your answer?</p> <p>Do you think the character solved the problem in a good/bad way?</p> <p>Why do you think the character did what they did?</p> <p><b>Creating</b></p> <p>How would the story change if you took out a key event in the story?</p> <p>What is an alternative ending for this story?</p> <p>How could you have solved the story in a new way?</p> <p>What would be a better title for this story? - Why did you choose it?</p>	<p>section.</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></p> <p><a href="http://www.topmarks.co.uk/maths-games/hit-the-button">www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><a href="http://www.timestables.co.uk">www.timestables.co.uk</a></p> <p><a href="http://www.mathszone.co.uk">www.mathszone.co.uk</a></p> <p><b>Numeracy and Maths Games</b></p> <p><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></p> <p><a href="https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/">https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/</a></p> <p><a href="http://www.mathsframe.co.uk">www.mathsframe.co.uk</a></p> <p><a href="http://www.mathsisfun.com">www.mathsisfun.com</a></p> <p><a href="http://www.nrich.maths.org/primary">www.nrich.maths.org/primary</a></p>	
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If you were the main character, what would you have done differently?  
What changes would you have made to this story and explain why?

**Reading comprehension exercises**

Go to the narrative section from:

<https://www.studyladder.co.uk/games/literacy/gb-year-six/english-reading-comprehension-1032>

Try the exercises on:

- The Brass Compass
- A Mysterious Discovery

**Writing**

Write a recount of an event.

Reminder: a recount describes past experiences by retelling the events in the order they occurred.

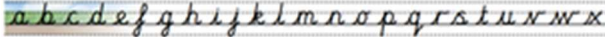
Think of something you have done in the past and write about this.

- Make a recount plan

Structure -

- Introductory paragraph - introduce what you will be writing about/recounting, include a summary of the main ideas and introduce who, what, when, where information.
- Main body paragraphs - the next paragraphs should develop your recount, detailing who, what, when, where, how and why. The events should be written in chronological order/sequenced and include personal comments and feelings.
- Concluding paragraph - sums up the events with a summative statement, further thoughts, consequences or results of the events and includes personal

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<p>thoughts/feelings.</p> <p>And/or alternatively, go to the site below and try this example of a recount, it will require you to carry out some independent research.</p> <p><a href="https://static.studyladder.co.uk/cdn/course/b5/51bceb119cc9/StudyLadder+-+World+Travel+Diary.pdf">https://static.studyladder.co.uk/cdn/course/b5/51bceb119cc9/StudyLadder+-+World+Travel+Diary.pdf</a></p> <p><b>Listening/ Talking</b> <i>Try out some of the ideas below to practice your listening and talking skills</i></p> <ul style="list-style-type: none"><li>• Play 20 questions</li><li>• Play a board game</li></ul> <p><b>Handwriting</b> Carefully and neatly handwrite a piece of your writing or practise some spelling words. Focus on joining all the letters correctly.</p>  <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>• Test yourself on common words, work your way through the first 500, <a href="#">link here to words</a> identifying any you are unsure of. Focus on learning to spell some of these words.</li></ul> <p>Practise the following spelling rules/patterns:</p> <ul style="list-style-type: none"><li>• <b>Soft c</b> rule where c before e, i, y represents the s sound</li><li>• <b>Soft g</b> rule where g before e, i, y</li><li>• The <b>f sound</b> represented by <b>ph</b> or <b>gh</b></li></ul>		
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<ul style="list-style-type: none"><li>• <b>ie rule</b> - I before E except after C if it rhymes with BEE, eg thief and ceiling</li><li>• Suffixes -</li><li>• Adding <b>ly</b> (see notes below)</li><li>• Plurals - adding <b>s, es, oes, ies</b></li><li>• Verbs adding suffixes <b>ing</b> and <b>ed</b> (notes below)</li></ul> <ul style="list-style-type: none"><li>• Select words from your reading book and see if you can change them by adding suffixes</li></ul> <ul style="list-style-type: none"><li>• Go to: <a href="https://www.doorwayonline.org.uk/activities/speller">https://www.doorwayonline.org.uk/activities/speller</a> Look at the list of levels and select spelling work to practise what you have already been taught or challenge yourself. Suggestions include:<ul style="list-style-type: none"><li>• Word beginnings and endings</li><li>• Lists</li><li>• Common words.</li></ul></li></ul> <p>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.</p> <p><b>Spelling notes:</b> Suffixing rules Adding ly</p> <ul style="list-style-type: none"><li>• Words ending in <b>e</b> drop the <b>e</b> and add <b>ly</b>, eg terrible - terribly</li><li>• Words ending in <b>y</b> change the <b>y</b> to <b>i</b> and add <b>ly</b>, eg happy - happily</li></ul>		
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<p>Verbs adding suffixes <b>ing</b> and <b>ed</b>:</p> <ul style="list-style-type: none"><li>• Words ending in <b>e</b> drop the <b>e</b> and add <b>ing</b></li><li>• Short vowel words double the final consonant and add <b>ing</b></li><li>• Words ending in <b>e</b> just add <b>d</b></li><li>• Short vowel words double the final consonant and add <b>ed</b></li></ul>		
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