



Edinburgh Learns @Home  
Week 4 Home Learning for Primary 6

<p style="text-align: center;"><b>Reading</b></p> <p>Read daily for 25 mins</p> <p>Skim the opening chapter of a book in order to generate questions and make appropriate predictions about what is going to happen. Use the sheet provided to note them down.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics – Times Table Chain</b></p> <p>Draw a long rectangle with 10 boxes. Pick a number card (between 1-10) from a deck of cards. If you pick a 4, multiply 4 by 8 and write the answer in the fourth box. Continue to complete the rectangle.</p> <div style="text-align: center;">  </div> <p><b>Challenge:</b> How long did it take you to do it? Can you beat your time? Can you race a member of your family to see who can complete the chain quicker?</p>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p>Ask three people to tell you things that they love about you. Draw a self-portrait and take your time to carefully write down the amazing features that you have around your portrait.</p>
<p style="text-align: center;"><b>Literacy and English</b></p> <p>There are lots of reasons why people choose to write poetry, including expressing emotion and feeling. Think of a strong emotion for you e.g. joy, pride, sympathy. Use the poetry sheets to help you compose your own poem using poetic devices.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics - Multiply Maths</b></p> <p style="text-align: center;"><b><math>7 \times 11 = 77</math></b></p> <p>Write three word problems which this sum could represent e.g. 11 people went to a fast food restaurant. The meal deal was £7 per person. What was the total bill?</p>	<p style="text-align: center;"><b>STEM</b></p> <p><b>Learn to code:</b> <a href="https://studio.code.org/s/express-2020">https://studio.code.org/s/express-2020</a></p> <p>There are lots of courses that will save your progress if you have signed in using an email address.</p>
<p style="text-align: center;"><b>Literacy and English</b></p> <p>Kennings- here you will learn about another type of figurative language which can help us develop our own writing techniques. Read the examples and have a go at creating your own Kennings, use the Kennings sheet to help, then share with you family!</p>	<p style="text-align: center;"><b>Numeracy and Mathematics – Fridge Filling</b></p> <p>A small fridge in a café has a storage capacity of 120 litres. Work out how many of each of these bottles you could squeeze into the fridge.</p> <div style="text-align: center;">  </div> <p>Remember: There are 1000ml in 1 litre (l).</p>	<p style="text-align: center;"><b>Expressive Arts</b></p> <p>Link to the HWB task below by taking photos of each step of your cooking journey. <b>Use these photos to help you create a step-by-step recipe card</b> to share or swap with a friend. Keep instructions simple so that they can follow along by themselves.</p>



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<p><b>Prefixes</b> Prefixes go at the beginning of words and change the meaning. Have a go at the worksheet then try using some of the words to come up with your own sentences.</p>	<p><b>Numeracy and Mathematics - Times and Routines</b> In this activity, you will create a schedule to help Michael plan his day. A schedule is a plan of events with details of when each task will take place. Find the activity later in the pack to plan Michael's day.</p>	<p><b>Social Studies</b> How can food be cheaper if it has travelled around the globe? Look carefully at the <b>labels of food</b>- could you avoid air miles by buying from a local shop? Choose a country from your food labels and calculate just how far your food has travelled.</p>									
<p><b>Listening and Talking</b> Create an Advert – Look at the adverts around you and on the TV. Note words and phrases which are used to persuade or influence you. Rehearse your own advert for an object of your choosing. <i>You could even record your advert.</i></p>	<p><b>Puzzle – Magic Square</b> Can you fill in the missing number? (Clue: All rows, columns and diagonals must have the same total).</p> <table border="1" data-bbox="790 523 1435 633"><tr><td>40</td><td></td><td>30</td></tr><tr><td></td><td>25</td><td></td></tr><tr><td></td><td></td><td>10</td></tr></table>	40		30		25				10	<p><b>Health and Wellbeing</b> Help <b>prepare a meal for your family</b>. Your job is to plan what ingredients are needed (and how much of each ingredient!), to help cook and then to present your meal. Extra points if you clean up afterwards too!</p>
40		30									
	25										
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**Notes from Reading**



What I think the book is about.

What I think will happen in the book.

Questions I have about the book.

## Prefixes

Prefixes go at the beginning of words and change the meaning of them.

prefix	meaning	example	Write down 3 more examples
re	to do again	<i>replay</i>	
bi	two	<i>bicycle</i>	
dis	not	<i>dislike</i>	
mis	wrong	<i>misfire</i>	
pre	before	<i>prehistoric</i>	
over	too much	<i>overload</i>	
un	not	<i>unbelievable</i>	

Can you find any other prefixes and work out what they mean?

## Edinburgh Learns @Home Week 4 Home Learning for Primary 6

### Emotions Poetry

There are lots of reasons why people choose to write poetry. These can include expressing emotion and feeling, to share a funny idea or story, to entertain others and to put thoughts into words so that they are not forgotten.

When writing poetry, you can make your poems interesting by using “Poetic Devices”. These can include things like similes, metaphors, alliteration, idioms and many more.

Today we are going to use our senses to structure a poem that helps us express an emotion. Read the examples below.

#### ***Fear***

*Fear is a black stormy cloud*

*It tastes like cold rice pudding*

*It smells musty and damp*

*It is a dark lonely street*

*It sounds like echoing footsteps*

*It feels as if I am alone*

#### ***Joy***

*Joy is a rainbow bursting in the sky*

*It tastes so sweet, like sherbet fizzing on my tongue*

*It has the scent of the newly cut grass*

*I see it, whirling like a fairground*

*The sound of children laughing*

*Joy makes me feel on top of the world.*

Can you spot any similes and metaphors?

How does each of the poems make you feel?

How does the structure of each poem add to the feeling it gives you? e.g. how each line begins? Use of punctuation...

Now have a go yourself. Choose an emotion and use poetic devices to express how the emotion touches each of your senses.

Use the following to help you structure your ideas.

What colour is the emotion?

What does it taste like?

What does it smell like?

What does it look like?

What does it sound like?

What does it feel like?

You can use the Poetic devices sheet to help with some interesting techniques.



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### Poetic Devices

Read the following definitions of vocabulary associated with poetry. Choose some of these to help develop your emotions poem.

**Alliteration:** two or more words starting with the same sound

**Assonance:** repetition of vowel sounds e.g. *She seems to beam rays of sunshine with her eyes of green.*

**Imagery:** use of language to create a vivid image

**Internal rhyme:** placement of rhyming words within a line of poetry

**Metaphor:** where the writer writes about something as if it were really something else

**Onomatopoeia:** when a word sounds like the noise it is describing e.g. pop, crash, crunch, bang

**Personification:** language describing human action, motivation and emotion is used but is referring to non-human things e.g. My alarm clock *yells* at me to get out of bed every morning.

**Rhyme:** words with similar sounds

**Simile:** describes something by comparing it to something else using like or as

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## Kennings

### What is a Kenning?

Kenning is an Old Norse term. It is use in writing to describe something without giving the name away. It looks at the characteristics of a subject and then describes the qualities of what the thing is or what it does. It is a poetic phrase that is used instead of the name for something.

**These are some short modern day examples of kennings**

**Ankle biter** = a very young child

**Bean counter** = a bookkeeper or accountant

**Head twister** = an owl

**Mind reader** = a person who knows what you are thinking

**Postman chaser** = a dog

**Show stopper** = a performance receiving long applause

**Tree swinger** = a monkey

**Tummy slider** = a penguin

Read the examples below. Can you guess the objects the writer is describing?

Sun stealing	Animal worrier	A ball chaser
Night stretcher	Night mover	A crowd pleaser
Cold maker	Meat eater	A fast runner
Snow faller	Paw licker	A sneaky diver
Face freezer	Prey hunter	A corner taker
Christmas bringing	Woods dweller	A goal scorer
	Night howler	A mate hugger

### Kenning Rules

A kenning describes what a specific noun (e.g. person, animal, object) is or does

Each line is a simple phrase with a noun + noun OR a noun + verb

If you are creating a noun + noun phrase, try adding 'er' like "cheese eater"

If you are creating a noun+ verb phrase, try adding 'ing' like milkshake drinking

***Have a go writing your own kennings... think of something common in every day life... e.g. a park, a radio, supermarket, pet, a sport.... have a go a creating several of your own kennings. Test them out on your families at home. Can they guess the person/animal/object/idea?***

### Numeracy and Mathematics – Times and Routines

In this activity, you will create a schedule to help Michael plan his day. A schedule is a plan of events with details of when each task will take place. The table below shows the things that Michael needs to do during a day. He plans to get up at 7 am and needs to be in bed by 8.30 pm.

Task to Do	Estimated Duration
Maths homework	1 hour
Tidy bedroom	30 mins
Free choice time	3 hours
Help set the table for dinner	15 mins
Put washing away	20 mins
French homework	1 hour
Phone call to his friend	30 mins
Go for a walk	1 hour
Finish art project	1 hour
Watch TV	1 hour

Use the information in the table above to help Michael plan his day. The tasks can be split up across the day. For example, he could have 'free choice' three times a day for 1 hour. Think about if there are tasks which are better planned for certain times of the day.

Write out a schedule to show what Michael will be doing throughout the day. Remember you will need to include time for him to get dressed, eat his meals and get ready for bed. Try to record the times using 12 hour or 24 hour notation.

Now try to plan your own schedule for each day next week. Discuss with an adult the things you plan to do each day. Over the week see how accurate your schedule is and update it with any changes you need to make. At the end of the week, discuss your schedule with an adult. What did you spend most time doing? Were there things that you forgot to include in your planning? What things stayed the same each day? Are there times or activity lengths that changed.



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### Thinking and Talking about My Learning - P6 and 7



	1	2	3	4	5	6
A	<p>Were there any tasks today that I found too easy?</p> <p>Why?</p> <p>Could I have added my own challenge?</p>	<p>Were there any tasks today that I found too difficult?</p> <p>What made it difficult?</p> <p>Did I give up straight away or keep trying?</p>	<p>Did I estimate correctly how long each task would take?</p> <p>If not did I under estimate or <u>over estimate</u>?</p>	<p>Did I work through tasks in a specific order?</p> <p>Did I start with the easiest task, or the hardest, or the most interesting or the most fun?</p>	<p>Did I try going back to a tricky task later and reading it again?</p> <p>Did it make a difference?</p>	<p>Did any of yesterday's tasks make more sense today now that my brain has had time away from it?</p>
B	<p>Which parts of today's tasks used knowledge I felt confident about remembering?</p>	<p>Which tasks had new learning in them?</p> <p>What did I learn?</p>	<p>Thinking of one of my tasks. Did I understand the concept that I was working on?</p>	<p>Did I find it easy to stay on task today?</p> <p>What helped/hindered this?</p> <p>Is it different depending on the task?</p>	<p>Can I think of ways to improve my motivation for tomorrow?</p>	<p>Do I need to practise anything to make tomorrow's learning easier?</p>
C	<p>Did I have everything I needed to complete the tasks?</p> <p>Did I use anything to help me?</p>	<p>Did I get stuck?</p> <p>How did I get past that?</p> <p>Did I give up or try something else?</p> <p>What did I try?</p>	<p>What made my learning stick today?</p> <p>What did I do that helped me understand a <u>particular task</u>?</p>	<p>How can I make sure I remember what I learned?</p> <p>What have I done in the past that has worked?</p>	<p>How long do I think I will remember what I learned?</p> <p>How could I check next week, next month?</p>	<p>Am I unsure or muddled about anything after today's work?</p> <p>What can I do to become clearer or <u>more sure</u>?</p>

Thinking about how you learn can help you learn more effectively.

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select 2 or 3 questions to think about.

You can think about them by yourself or, even better, discuss them with someone else.



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