

Edinburgh Learns @Home  
Week 6 Home Learning for Primary 6

<p><b>Literacy and English</b> Read for 25 mins every day Think about the main character. Using the information that you have read from your book so far, answer the questions on the attached worksheet.</p>	<p><b>Numeracy and Mathematics</b> Pick 2 times tables that you find difficult. Count through the stations out loud to someone at home. For example: The 9 times table – 9,18,27,36,45,54,63,72,81,90,99,108</p>	<p><b>Health and Wellbeing</b> Think about your best friend. List 6 <b>qualities they have that makes them a good friend.</b> Make a bright, colourful thank you card for your friend. Remember to include some of the reasons you like having them as a friend inside.</p>
<p><b>Literacy and English</b> Discussion – Persuasion When we persuade someone, we give them reasons why they should or should not do something. Have a discussion with someone at home about how you feel about the statement below. <b>A forest should be cut down and the land should be used to build a new theme park.</b> There is a worksheet to help you below.</p>	<p><b>Numeracy and Mathematics</b> Partitioning Using partitioning, complete the addition sums in the Worksheet attached. There are 3 different levels, choose the one that suits you. There is an example to show you how to lay out your work.</p>	<p><b>STEM</b> Use <b>recycling materials</b> like old plastic bottles and toilet rolls, <b>build a fort</b> that could withstand an invasion. Challenge: Don't use any tape or glue to hold it together, try to balance things on top of each other.</p>
<p><b>Literacy and English</b> Writing Design a new cereal. Think about what the box will look like, what flavour is it? What can you include to try and get people to buy your cereal over a different one? What are 3 ingredients in your cereal? <b>Look at the example included to give some ideas.</b></p>	<p><b>Numeracy and Mathematics</b> Choosing the correct task for you, complete the column subtraction sums. Remember to always start from the units. If you do not have enough - Units for example, you can borrow from the Tens column.  <math display="block">\begin{array}{r} 4\ 16 \\ 2356 \\ -1237 \\ \hline 1119 \end{array}</math>  I borrowed from the tens column so that I now have 16 units takeaway 7 units. Then I was left with 4 tens takeaway 1 ten.</p>	<p><b>Social Studies</b> There are 8 planets in our Solar System. Can you find out their names and 3 interesting facts for each one. For example: Mercury</p> <ul style="list-style-type: none"> <li>• It is the closest planet to the sun.</li> <li>• It takes only 88 days for it to travel around the sun compared to the 365 days it takes Earth</li> </ul>



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<p><b>Literacy and English</b> Comprehension - Creature from the deep. Using the picture on the attached worksheet, try to come up with answers to the questions below.</p>	<p><b>Numeracy and Mathematics</b> Choose 4 of your favourite tv shows. Can you work out how many minutes each one is on for? If you watched them one after another, how long would you be watching tv in total?</p>	<p><b>Music</b> <b>Create your very own rap.</b> All you need is your voice. You can tap against something with your hands for a beat if you want as well. Try creating simple instruments with spoons- how do different surfaces change the noise you make?</p>
<p><b>Literacy and English</b> Writing The Great British Bake – Off is running a competition. They are collecting recipes and the winners will have their recipe published in a new book. Write out a recipe to one of your favourite foods. Use the template and example below to help.</p>	<p><b>Problem Solving</b> Money matters You have been given a small amount of money to organise a party. You must decide how much of each item you would like to buy. Remember whichever items you choose, there must be enough for everyone at the party. Work out the total cost for each item you buy. For example: 3 packets of crisps at £1 each = £3 total. Take £3 away from the total amount of money to find out how much you have left. There are 3 different levels, choose one that suits you.</p>	<p><b>Health and Wellbeing</b> Stamina is the ability exercise for a long period of time. See if you can make it to the end of this stamina test without stopping. 10 jumping jacks 10 sit-ups Run on the spot for 10 secs 10 burpees 10 second plank REPEAT ALL THESE EXERCISES TWICE</p>



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### **Character Analyser**

Analyse means to examine something in detail to explain it.

Using the information that you have read from your book so far, write what you know about the main character.

You can use the questions below about the main character to help.

1. Describe the main character's physical appearance (what they look like).
2. List 3 qualities or traits that the main character has. (Their personality, what are they like? Funny, kind, helpful).
3. What event in the story has been most important to the main character so far?

### Creature from the deep

Using the picture below, try to come up with some answers to the following questions.



1. Who are the people in the boat?
2. What do you think the people in the boat are doing?
3. Who would you call to help in an emergency like this and why?
4. If you were one of the people in this city, what would you do?
5. From what we can see the creature looks very large. How do you think it got this size?
6. Where do you think the creature is from?
7. If you had this creature as your pet, what would you call it?
8. What do you think is going to happen in this story?
9. What do you think the building in the middle of the picture is?

Cereal Design Examples



### Persuasive Discussion



**This forest should be cut down and the land should be used to build a new theme park.**

**First of all, decide whether you think they should cut down the forest or not. Now using some of the phrases below give reasons why you think this way.**

**How many of these words and phrases can you use in your discussion?**

- Is it really worth... ?
- This needs to be dealt with...
- A friend of mine says...
- No-one but a complete idiot would believe that...
- We can do without this...
- Of course...
- It is disgraceful that...
- How unfair! Another thing...
- I believe that...

- More importantly...
- If this goes ahead...
- Surely...
- Local people feel that...
- Do you really think... ?
- How could we possibly... ?
- I hope that you agree...
- Do you want to be part of... ?
- An intelligent person like yourself...
- As a result...
- This will cause...
- It goes without saying...

- Evidently...
- The real truth is...
- Another reason...
- I strongly believe...
- I am sorry that...
- It will ruin...
- In my opinion...
- It would be a good idea if you could...
- This will mean that...
- We can solve this by...

### Example Cupcake Recipe

#### Ingredients:

110g [softened butter](#)  
110g [golden caster sugar](#)  
2 [large eggs](#)  
½ tsp [vanilla extract](#)  
110g [self-raising flour](#)

#### For the buttercream

150g [softened butter](#)  
300g [icing sugar](#)  
1 tsp [vanilla extract](#)  
3 tbsp [milk](#)  
food colouring paste of your choice (optional)

#### Method:

##### STEP 1

Heat oven to 180C/160C fan/gas 4 and fill a 12 cupcake tray with cases.

##### STEP 2

Using an electric [whisk](#) beat 110g softened butter and 110g golden caster sugar together until pale and fluffy then whisk in 2 large eggs, one at a time, scraping down the sides of the bowl after each addition.

##### • STEP 3

Add ½ tsp vanilla extract, 110g self-raising flour and a pinch of salt, whisk until just combined then spoon the mixture into the cupcake cases.

##### STEP 4

Bake for 15 mins until golden brown and a skewer inserted into the middle of each cake comes out clean. Leave to cool completely on a [wire rack](#).

##### STEP 5

To make the buttercream, whisk 150g softened butter until super soft then add 300g icing sugar, 1 tsp vanilla extract and a pinch of salt.

##### STEP 6

Whisk together until smooth (start off slowly to avoid an icing sugar cloud) then beat in 3 tbsp milk.

##### STEP 7

If wanting to colour, stir in the food colouring now. Spoon or pipe onto the cooled cupcakes.



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**Maths – Addition using partitioning**

EXAMPLE:

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$$48 + 25 = 73$$

Step 1: Add the tens -  $40 + 20 = 60$

Step 2: Add the units –  $8 + 5 = 13$

Step 3: Add the two answers together  $60 + 13 = 73$

If your number starts with hundreds or thousands, add them first.

1\*

1.  $23 + 15$
2.  $75 + 26$
3.  $89 + 74$
4.  $42 + 13$
5.  $22 + 65$
6.  $78 + 28$
7.  $46 + 18$
8.  $32 + 32$
9.  $56 + 39$
10.  $67 + 42$

2\*

1.  $125 + 252$
2.  $254 + 361$
3.  $458 + 258$
4.  $347 + 654$
5.  $124 + 325$
6.  $258 + 578$
7.  $654 + 742$
8.  $245 + 456$
9.  $785 + 125$
10.  $456 + 753$

3\*

1.  $1245 + 3254$
2.  $2547 + 7859$
3.  $2365 + 5423$
4.  $3654 + 5421$
5.  $7521 + 2389$
6.  $2987 + 9864$
7.  $3698 + 3356$
8.  $2458 + 8564$
9.  $1152 + 2365$
10.  $4578 + 3895$



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**Money Matters – Party Planning**

**1\* task**

You have been given £20  
and 10 children are coming  
to the party.

Crisps – 20p each  
Blackcurrant Juice – 50p each  
Orange Juice – 40p each  
Big bag of sweets - £1  
Cupcakes – 30p each  
Sausage Rolls – £1.50 for 10  
Mini Cheeses – 20p each  
Hot Chocolate – 10p each  
Balloons - £3

**2 \* task**

You have been given £35  
and 10 children are coming  
to the party.

Crisps – 55p each  
Blackcurrant Juice – 52p each  
Orange Juice – 48p each  
Huge bag of sweets - £2  
Cupcakes – 40p each  
Sausage Rolls – £2.50 for 10  
Mini Cheeses – 45p each  
Hot Chocolate – 15p each  
Balloons - £4

**3\* task**

You have been given £50  
and 15 children are coming  
to the party.

Big Crisps – £1.50 each  
Blackcurrant Juice – 58p each  
Orange Juice – 32p each  
Huge bag of sweets - £5  
Cupcakes – 85p each  
Sausage Rolls – £2.50 for 10  
Mini Cheeses – 40p for 5  
Hot Chocolate – £1 each  
Balloons - £10

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

### 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 overestimate?</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 particular task?</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 more sure?</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.