[](https://www.google.co.uk/url?sa=i&url=http%3A%2F%2Fwww.kitmykid.co.uk%2FSt-Helens-Cumbernauld%2F&psig=AOvVaw3ZkgHlqSaISiO3_QI8FvE4&ust=1585218082517000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMD219eztegCFQAAAAAdAAAAABAD) **Primary 6/Miss O’Toole – Home Learning 5th of May** [](https://www.google.co.uk/url?sa=i&url=http%3A%2F%2Fwww.kitmykid.co.uk%2FSt-Helens-Cumbernauld%2F&psig=AOvVaw3ZkgHlqSaISiO3_QI8FvE4&ust=1585218082517000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMD219eztegCFQAAAAAdAAAAABAD)

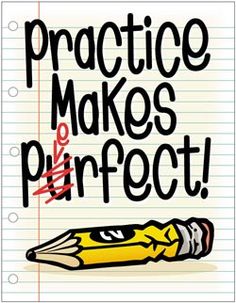
*Every Tuesday and Thursday (before 10am) I will be posting home learning tasks for you to work through. New spelling words will be posted every* ***Tuesday****.*

**Spelling Tasks**

|  |  |  |
| --- | --- | --- |
| **Red Group** | **Blue Group** | **Green Group** |
| ***LI: To identify appropriate spelling strategies to help spell my common words correctly.***  **Suffix set ‘ment’**  enjoyment  achievement  accomplishment  apartment  equipment  development  involvement  treatment  investment  movement  engagement  excitement  **REMEMBER:** A **suffix** goes at the end of a word and changes its meaning.  **TASK**  Identify spelling strategies for each word. Use the grid on the next page to help you.  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Identify a range of spelling strategies for each of your spelling words.* | ***LI: To use my phoneme words within sentences.***  **Phoneme ‘ow’ words set 1**  clown  growl  gown  brown  crown  found  sound  shout  proud  house  For this set of phoneme words, we hear the **‘ow’** sound. In some words, it is written as ‘ou’ such as sh**ou**t.  **TASK**  Create 4 sentences using your phoneme words.  Complete the phoneme story work sheet.  **Success Criteria:**  *Create 4 sentences which include my phoneme words and adjectives.*  *Spot the given phoneme words in my story.* | ***LI: To spell my common words correctly.***  **Spelling words (phoneme revision set)**  gnome  design  turkey  potatoes  fudge  hedge  **TASK**  Highlight the phoneme in each of your spelling words. Create 4 sentences using your spelling words. **Note:** *You must include adjectives to add further depth to your writing*.  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Create 5 sentences which include adjectives.*  *Include appropriate punctuation.* |

**Spelling Strategies Grid** [](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F537%2Fobjects%2Fpencil&psig=AOvVaw3cv05fG-HtE6RVR7PIBGBR&ust=1587811163357000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPjLstXvgOkCFQAAAAAdAAAAABAD)

The grid below will help ALL groups recap their spelling strategies. It is important that you refer to these strategies when looking at your new words. **It may be a good idea to print this out and have it handy for when you are completing spelling tasks!**

[](https://www.google.co.uk/url?sa=i&url=http%3A%2F%2Fclipart-library.com%2Fpractice-cliparts.html&psig=AOvVaw0MnjowcShRibrmGSEENlEU&ust=1587811401116000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNDTrcvwgOkCFQAAAAAdAAAAABAD)

|  |  |
| --- | --- |
| **Spelling Strategy** | **Example** |
| Phoneme Knowledge (PK) | Mon**ey** – the **‘ey’** phoneme in this word can help you to spell it. |
| Spelling Rule (SR) | M**a**k**e** – the ‘**silent e’** (or as we say ‘magic e’) makes the vowel ‘a’ say its name. |
| Word Within a Word (WWW) | Sp**ace** – the word ‘**ace’** helps us to spell the word ‘space’. |
| Mnemonic (M) | Rhythm – **R**hythm **H**elps **Y**our **T**wo **H**ips **M**ove. Creating a rhyme or poem can help you spell tricky words! |
| Syllabification (S) | Yesterday – **yes**/**ter**/**day**. This is when we clap out the syllables in the word.  ***Tip: Use our classroom strategy where we put our hand under our chin. Every time your chin moves, it’s a new syllable!*** |
| Compound Word (CW) | Football – **foot**/**ball.** Compound words are two or more words combined to make a new word like ‘football’. Try not to get this mixed up with ‘Word Within a Word’. |

**Grammar Tasks – Similes and Metaphor Revision**

In class, we have worked hard on developing our use of ***similes*** and ***metaphors***. The link below will take you to a video clip that will give you some examples of each <https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>

[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DuoSBVNUO2LU&psig=AOvVaw3XQSehr5asSrd4o2KglNoP&ust=1588417900587000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODFvvrDkukCFQAAAAAdAAAAABAJ)

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| --- | --- | --- |
| **Red Group** | **Blue Group** | **Green Group** |
| ***LI: To create descriptive sentences using similes and metaphors.***  **TASK**  Create 4 sentences which link to the image below. The first 2 sentences should include similes. The final 2 sentences should include metaphors.  [What's the New Marvel/Sony Deal Mean For Spider-Man and Venom 2?](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fscreencrush.com%2Fwhats-the-new-marvelsony-deal-mean-for-spider-man-and-venom-2%2F&psig=AOvVaw0xop8OHDTlFibmIP38EGqq&ust=1588417767236000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODnxrzDkukCFQAAAAAdAAAAABAD)  **Example:**  **Simile:** He ran as **fast as lighting**.  **Metaphor:** He had a **heart of a lion.**  **Success Criteria:**  Create 4 descriptive sentences to describe the superhero.  Use similes and metaphors.  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)Use appropriate punctuation. | ***LI: To create a descriptive sentences using similes and metaphors.***  **TASK**  Create 3 sentences which link to the image below. You should include metaphors/similes in the sentences.  [The Hulk/Banner relationship - Tasting the Koolaid](https://www.google.co.uk/url?sa=i&url=http%3A%2F%2Ftastingthekoolaid.com%2F2018%2F06%2F27%2Fthe-hulk-banner-relationship%2F&psig=AOvVaw1jriCE_fLECvT__O5qwbaz&ust=1588417801983000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPjv8MjDkukCFQAAAAAdAAAAABAD)  **Example:**  **Simile:** He was as **solid as a rock.**  **Metaphor:** It was **raining cats and dogs** when the Hulk erupted from his den.  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Use adjectives and similes to describe the given superhero.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Link sentences together.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD) Use appropriate punctuation. | ***LI: To create descriptive sentences using similes.***  **TASK**  Create 3 sentences (each including similes) to describe the image below.  [Batman | DC Extended Universe Wiki | Fandom](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fdcextendeduniverse.fandom.com%2Fwiki%2FBatman&psig=AOvVaw1FLcfPDJPmPxpMI6hTpWbi&ust=1588417841393000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMCV9NzDkukCFQAAAAAdAAAAABAD)  **Example:**  Batman’s cape was as **dark as coal.**  **Success Criteria:**  *Use similes to describe the superhero.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Write in full sentences.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Include capital letters, full stops, question marks and exclamation marks where necessary.* |

*You should solve the task below for your* ***‘spelling’*** *group colour.*

**Reading Tasks**

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| **Red Group** | **Blue Group** | **Green Group** | **Orange Group** |
| ***LI: To use my prior knowledge to predict what will happen next.***  **TASK**  Read ‘**Double Exposure’** chapters 1-2 (Oxford Owl – link below).  Use your prior knowledge to create a prediction based on what you think will happen next.  **Oxford Owl Login**  **Username**:sthelensp6  **Password:** school  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD) *Read given chapters and understand plot.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD) *Make predictions about next chapter.* | ***LI: To create a visualisation of a given setting.***  **TASK**  Read ’**20,000 Leagues Under the Sea’** chapters 1-2 (Oxford Owl – link below). Create a visualisation of the setting.  ***HINT:*** *It will help you if you take notes surrounding the setting whilst listening to both chapters.*  **Oxford Owl Login**  **Username**:sthelensp6  **Password:** school  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD) *Read given chapters and understand plot.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD) *Make predictions about next chapter.* | ***LI: To make informed comparisons.***  **TASK**  Listen to chapters 6 and 7 of ‘**Kid Normal’** story (audio version – link below).  Write a paragraph comparing where the story is set to where you live.  **Success Criteria:**  *Highlight key aspects of the setting.*  *Make clear comparisons with your school/area.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Write in full sentences.* | ***LI: To identify tricky words.***  **TASK**  Read **‘Code – Into the Pyramid’** (pg1-12) (Oxford Owl – link below). Make a list of any words that you find tricky. Use a dictionary/online dictionary to identify their meanings.  **Oxford Owl Login**  **Username**:sthelensp6  **Password:** school  **Success Criteria:**  *Read given chapters and understand plot.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Identify the meaning of tricky words.* |

**Red Group** <https://www.oxfordowl.co.uk/api/interactives/26750.html>

**Blue Group** <https://www.oxfordowl.co.uk/api/digital_books/1336.html>

**Green Group** <https://stories.audible.com/pdp/B07533YSBN?ref=adbl_ent_anon_ds_pdp_pc_cntr-1-1>

**Orange Group** [**https://www.oxfordowl.co.uk/api/digital\_books/1330.html**](https://www.oxfordowl.co.uk/api/digital_books/1330.html)

**Numeracy Tasks**

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| **Red Group** | **Blue Group** | **Green Group** | **Orange Group** |
| ***LI: To use and interpret timetables effectively.***    **TASK**  Time revision. Complete the ‘red’ timetable worksheet.  *The video clip below revisits the use of time tables.*  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Use correct operation (eg: subtraction) to identify durations.* | ***LI: To use and interpret timetables effectively.***  **TASK**  Time revision. Complete page 1 Q1-4 of the ‘blue’ time worksheet.  *The video clip below revisits the use of time tables.*  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Use correct operation (eg: subtraction) to identify durations.* | ***LI: To convert analogue and digital time.***  **TASK**  Complete **Q1 AND 2** of the ‘green’ time worksheet.  [Clock Clipart Images, Stock Photos & Vectors | Shutterstock](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.shutterstock.com%2Fsearch%2Fclock%2Bclipart&psig=AOvVaw3DRfSV343pIKtYIoMgiHqm&ust=1588424533190000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMi12tLckukCFQAAAAAdAAAAABAD)  **Success Criteria:**  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Identify given analogue and digital times.*  [Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)*Convert time into appropriate form.* | ***LI: To identify given analogue time.***  **TASK**  Complete the ‘orange’ time worksheet.  [Png File Svg - Date And Time Clipart PNG Image | Transparent PNG ...](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.seekpng.com%2Fipng%2Fu2t4i1w7q8a9i1o0_png-file-svg-date-and-time-clipart%2F&psig=AOvVaw3DRfSV343pIKtYIoMgiHqm&ust=1588424533190000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMi12tLckukCFQAAAAAdAAAAABAO)  **Success Criteria:**  *Use the clock diagram and note the given analogue time.*  *Use correct operations (eg: addition) to identify durations.* |

*Red and Blue Groups:*

*This clip will help you to recap your use of ‘timetables’ specifically.*

[**https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-timetables/zn2hy9q**](https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-timetables/zn2hy9q)

***CHALLENGE***

***I have also created a weekly Sumdog challenge for everyone.***

***Feel free to give this a go if you would like some extra practise!***

[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.sulcosd.k12.pa.us%2FPage%2F3692&psig=AOvVaw2MQIeQfH4Bqjjg6mqQiamT&ust=1585221720471000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCKiszJ7BtegCFQAAAAAdAAAAABAD)

**Extra Revision:** This is a fantastic website for extra revision/games/resources on time <https://www.teachingtime.co.uk/>. Have a go if you wish!

**Scottish Inventors Task**

[](https://www.google.co.uk/url?sa=i&url=http%3A%2F%2Fclipart-library.com%2Finvention-cliparts.html&psig=AOvVaw3R_Zq6CgVgsLgoSic0PjMl&ust=1588424795883000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOCt2s_dkukCFQAAAAAdAAAAABAD)

*LI: To create a plan for my own invention.*

Over the past few months, we have been learning about Scottish inventors and their amazing inventions that have shaped our lives today (such as antibiotics, televisions and telephones).

**Task:**

You are going to create a **plan** for your very own **classroom invention.** It may be a super cool whiteboard pen that has everlasting ink? It could be an expanding pencil case that has space for lots and lots of stationary items?

Have a think about an invention that you would love. Think ‘outside of the box’!

**My Invention Name:**

**A Brief Description of My Invention:**

**What I Would Need to Create my Invention:**

**Key Worker Heroes**

[Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)***Complete at least 1 activity from the list below***[Image result for star emoji](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.iemoji.com%2Fview%2Femoji%2F45%2Fanimals-nature%2Fglowing-star&psig=AOvVaw06GYxWwJ3AvNliwBAuGC65&ust=1585218982355000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLDI0YS3tegCFQAAAAAdAAAAABAD)

