

**Spelling Test**

Learning intention:

I can test my knowledge of my spelling words.

Success criteria:

* Review your weekly spelling words from the list below.
* Get a family member or friend to test your knowledge of your spelling words. They should say one word at a time, whilst you write them down.
* Mark your spelling test.
* Post your results in the ‘assignment’ section of My Teams.

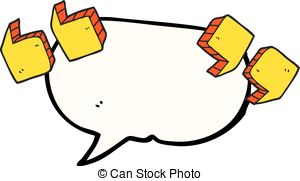
|  |  |  |  |
| --- | --- | --- | --- |
| **Red Group**  **(prefix - anti)** | **Blue Group**  **(prefix - anti)** | **Green Group**  **(sh phoneme)**  **Representations: sh, ti, ch** | **Yellow Group**  **(ie – long /ee/ sound)** |
| antiseptic  anticlockwise  antiaircraft  anti-climax  antisocial  antifreeze  antibiotic  antibacterial  antiviral  antidote  antihistamine  antibody | antiseptic  anticlockwise  anti-climax  antisocial  antifreeze  antibiotic  antibacterial  antiviral  antidote  antibody | shoulder  shriek  shuffle  station  option  rational  relation  brochure  chic  chiffon | brief  chief  thief  thieve  grief  grieve  priest  shield  field  shriek |

Spelling challenge!



**Fill the page**

Using a variety of colours, fill an A4 page with as many of your spelling words as you can fit. Try to have as little white space left as possible!

**Speech Marks**

Learning intention: I can correctly punctuate direct speech.

Success criteria:

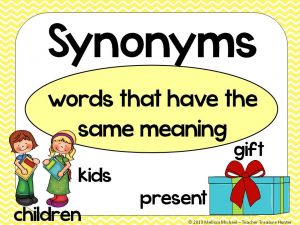
* Open the worksheet for your group.
* **Create** direct speech to match the scene in your worksheet and punctuate the direct speech correctly (red group).
* **Change** each speech bubble into a direct speech sentences and punctuate correctly (blue group).
* **Re-write** the direct speech sentence, adding correct punctuation (green group).
* Post evidence of your work in the assignment section of Teams.

**Direct speech worksheet**

**Red group -** [**https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/27095315/Using-Speech-Punctuation-Practise-in-Independent-Writing-red-group.pdf**](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/27095315/Using-Speech-Punctuation-Practise-in-Independent-Writing-red-group.pdf)

**Blue group -** [**https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/27095320/Comic-Strip-Speech-blue-group.pdf**](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/27095320/Comic-Strip-Speech-blue-group.pdf)

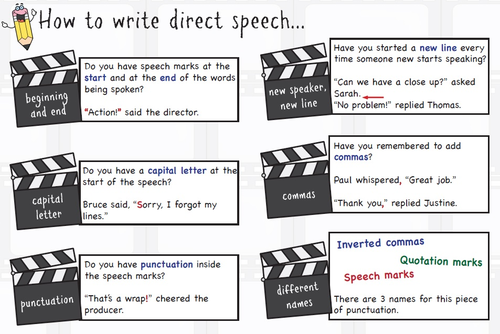
**Green group -** [**https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/27095331/Spot-the-Missing-Speech-Marks-green-group.pdf**](https://blogs.glowscotland.org.uk/nl/public/sthelens/uploads/sites/29690/2020/05/27095331/Spot-the-Missing-Speech-Marks-green-group.pdf)



**Direct Speech Challenge**

1. How many other words can you think of that you could use instead of the word **said**. Write down at least eight other words for **said**.

2. For each of the eight words that you came up with, write a sentence with direct speech that uses that word.



A*rea and Perimeter*

Success criteria

* Design/draw a house floorplan
* Draw each room
* Label each room
* Calculate area and perimeter of each room
* Use correct units of measurements e.g. m or m2

Scale

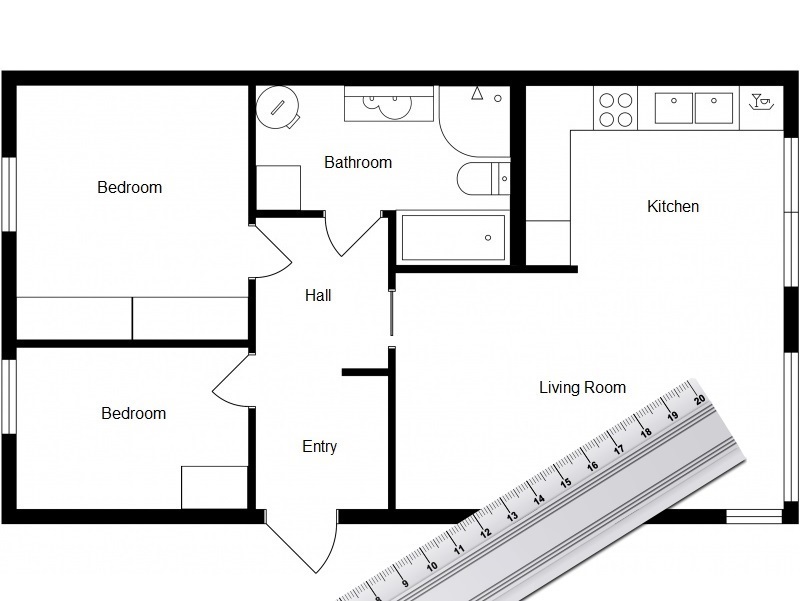
1cm = 1m so 10cm =10m or 15cm = 15m

Learning Intention

I can calculate the area and perimeter of my floorplan.

Using your knowledge of area and perimeter design a house floor plan. Use a ruler to draw straight lines and measure carefully.

A floorplan is a visual representation of what a house will look like from above.



Your floorplan must have at least 7 rooms-

* Living room
* Kitchen
* Master bedroom
* Another bedroom
* Bathroom
* Two other rooms of your choice

Draw your floorplan and then calculate the area and perimeter of each room.

*Perimeter = Add all sides*

*Area = L X B*

Here is an example of a completed floorplan that Ewan made. Hope this helps.





Magimixer

Learning intention:

I can use the four operations to reach a target number, using a set of given numbers.

Success criteria:

* Use the four operations to reach the target number (+ - x ÷).
* Use the six numbers given.
* Only use each of the six numbers once.
* Show your workings.

Can you reach our target number using all operations and all given numbers?

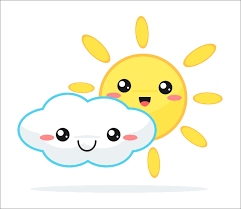
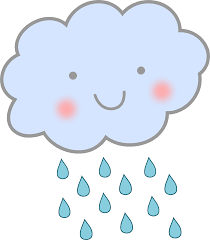
**Target number is**

|  |  |  |
| --- | --- | --- |
| 4 | 2 | 5 |

**The numbers you can use are**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 75 | 25 | 9 | 1 | 7 | 10 |

Top of Form

 **The Weather**

Learning intention:

I can apply my knowledge of my class weather topic, to complete a range of learning tasks.

Success criteria:

* Select at least 1 task of your choosing from the weather activities grid below.
* Post your work in the ‘assignment’ section of My Teams.

|  |  |
| --- | --- |
| Write an imaginative story about a storm. Think of your setting and include lots of figurative language.  e.g. the rain hammered on the widows; lightening flashed in the dark, grey sky; thunder roared like an angry lion. | You have been collecting weather information each day. Take this information and display it as a graph (line or bar). You could use the daily temperature over the last week and daily rainfall from information you gather from your rain gauge. |
| Weather forecast -  Write a weather forecast and film yourself presenting it. Make a weather map, weather symbols and have some fun. | Write an information report about extreme weather. Research extreme weather and write a report about it.  e.g. hurricanes, tornadoes etc |
| Sunshine – design and make a poster about how to stay safe in the sun. | Make a picture that shows how a scene can change throughout our four seasons. |