 **Primary 6/Miss O’Toole – Home Learning 2nd of June** 

*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**

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| **Red Group**  | **Blue Group**  | **Green Group**  |
| ***LI: To identify the correct homophone word.*** **Homophone Set 4** tearstierstheirthere they’rethrew through timethymetotoo two**TASK**Complete the homophone worksheet. Select the correct homophone word for each sentence. *NOTE: Use a dictionary to find out the meaning of any of the homophone words that you are unsure of.* **Success Criteria:** Image result for star emoji *Identify the correct homophone word in the given context.*  | ***LI: To create sentences using my phoneme words.*** **‘oi’ Phoneme Set 1** coin poison spoil choicepointnoiseenjoyannoy loyalroyal **TASK** Create 4 sentences using your phoneme words. **Success Criteria:** *Image result for star emojiCreate 4 sentences which include given spelling words.* Image result for star emoji*Use adjectives and verbs to provide description.*Image result for star emoji*Use appropriate punctuation.*  | ***LI: To sort the given homophone words.*** **Phoneme set 1 ‘ow’** bowcowhowhouse mousecloud **TASK** Complete the ‘ow’ phoneme worksheet. **Success Criteria:** Image result for star emoji *Match the images to their correct phoneme sounds.*  |

**Spelling Strategies Grid** 

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!**



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| **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’.  |

**Reading Tasks**

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| **Red Group**  | **Blue Group**  | **Green Group**  | **Orange Group**  |
| ***LI: To create summary of given chapters.*** **TASK**Read chapters 5 and 6 of ‘**Storm Chasers’** (Oxford Owl – link below). Create summary of both chapters. **Oxford Owl Login****Username**:sthelensp6**Password:** school**Success Criteria:** Image result for star emoji *Identify the main ideas of the chapters.* Image result for star emoji*Summarise key points.*  | ***LI: To create a visualisation of a given character.*** **TASK** Read chapters 5 and 6 of **‘Black Beauty’** (Oxford Owl – link below). Create a visualisation of a character of your choice (Eg: Black Beauty/James). **Oxford Owl Login****Username**:sthelensp6**Password:** school**Success Criteria:** Image result for star emoji *Use descriptive language to describe a given character.* Image result for star emoji *Use evidence from the text.*  | ***LI: To make informed predictions.*** **TASK**Listen to chapters 20 and 21 of ‘**Kid Normal’** story (audio version – link below). Share with an adult what you think will happen next. ***NOTE:*** *You do not have to write anything for this task.* **Success Criteria:** Image result for star emojiUnderstand plot of given chapters. Image result for star emojiShare what you think will happen next.  | ***LI: To research a range of equipment.*** **TASK**Again, access **‘Sport: Then and Now’.**  (Oxford Owl – link below). Use the internet to research the equipment used ‘then’ and ‘now’. Do you notice any differences? **Oxford Owl Login****Username**:sthelensp6**Password:** school**Success Criteria:** Image result for star emoji*Use the internet to research given sports equipment.*  *Image result for star emojiMake clear comparisons.*  |

**Link to Clips:**

**Red Group** <https://www.oxfordowl.co.uk/api/digital_books/1386.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/interactives/12942.html**](https://www.oxfordowl.co.uk/api/interactives/12942.html)

**Numeracy Tasks**

**1) Mental Starter:** Play 1 round of ‘Hit the Button’ and select the times tables option (this should only take around 5 minutes). <https://www.topmarks.co.uk/maths-games/hit-the-button>

**2) Number Talks:** Try to aim to solve your chosen question within 5 minutes (use a timer). If you manage to solve the problem with time to spare, try to use a different Number Talks strategy like we do in class. See the grid below to recap your strategies.

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| **Chilli Challenge ClipartHot**  | 1188 ÷ 12 =  |
| **Chilli Challenge ClipartSpicy** | 98 ÷ 14 =  |
| **Green Chilli ClipartMild** | 72 ÷ 8 =  |

Number Talks Strategy Examples – Division

You may recognise some of these sums from our Maths wall. I have created this grid to recap your memory of the different division strategies we have learned in class.

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| **Repeated Subtraction**25 ÷ 5 = 5 25-520When you reach 0, count up how many **5’s** you have used to complete the sum. -515-510-5 5-5 0 | **Sharing/Dealing Out** 25 ÷ 5 = 5  | **Multiplying Up** 308 ÷ 14 = 22 10 x 14 = 14010 x 14 = 140 2 x 14 = 28 140 + 140 + 28 = 308. When you reach the starting point in the sum, the last step is to add your circles (ie 10 + 10 + 2).  |
| **Partial Quotients** 308 ÷ 14 = 22  14 308  -140 10 168 -140 10 28 -28 2 0  | **Proportional Reasoning**  308 ÷ 14 ÷ 7 ÷ 7 44 ÷ 2 = 22 Find a common multiple in each of the numbers. Remember, if it is an even number, try dividing by 2 if you are struggling. This is a good first step.  | **Final Number Talks Hints*** Choose the strategy you feel most confident in to begin with.
* Afterwards, you can begin to think about the strategy that is **most efficient** for your given sum. *(This is a top goal of ours in class).*
* Show your working.
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| **Red Group**  | **Blue Group**  | **Green Group**  | **Orange Group**  |
| ***LI: To identify given angles.*****TASK** Watch the ‘angles’ video clip to recap your knowledge of basic angles. Complete the ‘Identifying Angles’ task.  **Success Criteria:** Image result for star emoji*Name the angles (‘acute’, ‘obtuse’ or ‘right’).*   | ***LI: To identify right angles in the environment.*** **TASK** Watch the ‘angles’ video clip below to recap your knowledge of angles. Next, complete the ‘Angles in the Environment’ task **Success Criteria:** *Find right angles in the environment.* *Image result for star emojiNote the names of the objects which feature right angles.*  | ***LI: To identify lines of symmetry.*** **TASK** Watch the symmetry video clip. Complete the ‘green’ symmetry task. **Success Criteria:** Image result for star emoji*Note shapes that are symmetrical and asymmetrical (not symmetrical).*  | ***LI: To identify lines of symmetry.*** **TASK** Watch the symmetry video clip. Complete the ‘orange’ symmetry task. **Success Criteria:** Image result for star emoji*Identify symmetrical shapes.* *Image result for star emojiUse paper to create a symmetrical shape.*  |

**3) Main Tasks:**

**Red and Blue Clips:** [**https://www.bbc.co.uk/teach/skillswise/angles/zbxqrj6**](https://www.bbc.co.uk/teach/skillswise/angles/zbxqrj6)

**Green and Orange Clips:** [**https://www.youtube.com/watch?v=\_Xs56r9o3Tw**](https://www.youtube.com/watch?v=_Xs56r9o3Tw)

**R.E Task**

**LI: To explore the life of a given Saint.**

***Read the fact file below and answer the questions*.**

**Saint Enoch**

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Enoch was a princess, daughter of a British prince called Lothus (from whom the province of Lothian was named). She lived in the 6th Cenury. Her father discovered that she had conceived out of wedlock and sentenced her to death. She was thrown from a cliff but miraculously was found unharmed at the bottom. Not satisfied he then set her adrift in a boat on the Firth of Forth. It was expected that she would die at sea, but God had other plans for the young woman…She landed at Culross, where she was sheltered by Saint Serf. She gave birth to Saint Mungo who became the patron Saint of Glasgow. The original church which was built and later demolished in St Enoch’s Square is thought to the site of her grave. Her feast day is celebrated on the 18th July.

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In legend, Traprain Law in East Lothian was the cliff from which St Enoch, the mother of St Mungo, was thrown.

You can listen to a traditional folk song about the life of St Enoch at the following link:

<http://stmungomusic.org.uk/music/st-enoch/>

**Complete the following in full sentences.**

1. Saint Enoch was born in the \_\_\_\_\_\_\_\_\_ century.
2. She was a \_\_\_\_\_\_\_\_\_\_\_ which meant that she was raised to worship a variety of gods and goddesses.
3. Her father became angry with her because she became \_\_\_\_\_\_\_\_\_\_\_\_ out of wedlock.
4. Briefly explain the two ways in which he tried to have her killed.
5. Saint Enoch miraculously survived and was rescued by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. She gave birth to a boy who later became \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the patron saint of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. She is though to be buried in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The site was marked by a church but this was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_.
8. Her feast day is on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Challenge*:* Where else have you heard the name *‘****St Enoch’****?*

*Hint… think about the centre of Glasgow.*

**Expressive Arts – Dance Task**

**LI:** *To evaluate a given dance routine.*



You can access the ‘River Dance’ clip at <https://www.youtube.com/watch?v=x80AmEyHrVY> or by scanning the QR code below.

Answer each of the following questions:

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Definitions:

Tempo – the speed of which music is played.

Choreography – the sequence of steps/movement within dance.

***Red Spelling Task***

Homophones Task

LI: To identify the correct homophone words.

**Remember**… Miss O’Toole’s ‘Homophone Hint’

ultiple

 

Homophones = M&M



eaning

Task 1: Select the correct homophone words in each of the sentences.

1. The young baby cried many **tiers/tears** when she dropped her favourite teddy.
2. A highlight of the Molly and Owen’s wedding day was the scrumptious wedding cake which had three **tiers/tears**. The bride and groom both shed many **tears/tiers** throughout this day.
3. The two golden retriever puppies, Harley and Marlow, love **there/their/they’re** squeaky toy bone.
4. Mr Russel walked **through/threw** the forest with his son. They **through/threw** small pebbles into the pond to make large splashes.
5. Mary had to check what **time/thyme** the lemon **time/thyme** chicken had to be taken out of the oven.
6. There were **to/too/two many** cars parked in the street. The parking attendant distributed tickets **to/too/two** each driver.

Task 2: Create 3 sentences using 3 homophone words from your spelling list.