

## Term 4 – Week 6 – 18<sup>th</sup> May



Hello everyone. Well done for another week. Remember to send me your work through email or you can upload it to your folder in Class Notebook, and let me know as I don't get a notification.

Try to share all your learning by the end of the day on Friday. You can add/send tasks as you do them. Remember there are five literacy and numeracy tasks (this could mean completing one each day.) The other tasks can be organised as you like throughout the week.

**I also need to hear from you all every day.** This can be through email if you don't want anyone else to see or by replying to my daily post on the General page of our Microsoft Team. Please keep your own posts to the Playground Chat.

# LITERACY



## 1. Listening and Talking

- Watch Newsround [https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)
- Note down key information on Newsround that day. Choose one story to talk about with your family.

## 2. Writing

Personal writing:

- Continue with your autobiography and write the last two chapters. It would be great if you could have a look over the rest of your work and save it all in one file.
- You could add in any pictures you'd like.
- When we go back to school, I'll help you put it together as a proper book.
- I've saved the writing bookmarks in Class Materials for you to look and see what things you need to remember for your writing.

## 3. Reading / Comprehension

- You should be trying to read for 30 minutes each day a book of your own choice.
- This week your task is your choice. I have uploaded a file called 'Reading Follow Up Tasks' into the Files Section à Class Materials, on our Microsoft Team. Choose a different task to those you've completed so far.
- If you are needing a new book, The Shetland Library has lots of ebooks available for free. Let me know if you need help finding a new book.



#### 4. Understanding Songs

- Last week you started looking at songs as a type of poem. This week I'd like you to choose a song to look at carefully.
  - What can you learn from the song about the thoughts / feelings of the songwriter?
  - Who or what is it written about?
  - Are there any hidden meanings?
  - What else can you learn from the lyrics?

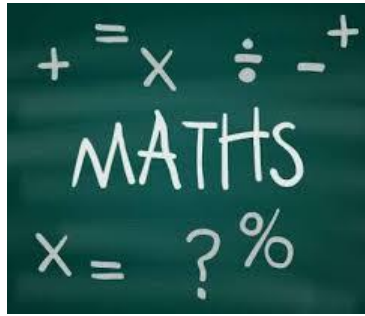


#### 5. Spelling

Ask someone to do a spelling test with you on last week's words. You can either choose an activity from the spelling grid (saved in Class Materials in Files) or complete the challenge on Sumdog Spelling.

Pink and Orange group – I'm sorry but there's no spelling on Sumdog this week as your words are not available on it.

Green	White	Pink	Orange
(Word Box 14)	List 2 (1-6)	List 5 (10-18)	List 5 (10-18)
Yes Six Fox Chip Chick Shed Flash Wish Chest Shock	Reef Greed Neat Reach Eve Beach	Involve Conserve Mauve Eavesdrop Dissolve Observe Retrieve Revolve Bereavement	Eloquence Preference Audience Coincidence Emergence Experience Opulence Intelligence Convenience



**Please only complete the five tasks for your maths group.**

It's been designed so there is one task per day to help you structure your learning. This week we will continue with Shape and Money.

**Brainiacks**



**Money** – We are learning how to write money using a decimal point.

1. Practise your mental maths with money on Numeracy Workout:  
<https://www.numeracyworkout.co.uk/topics/money.php>

Do the following targets:

- ➔ Target 4. Tasks 1-5
- ➔ Target 2. Tasks 1-3

2. Complete these two pages from the Leckie textbook.  
Do before we start, let's practise and the challenge.

Type up your answers in your folder in class notebook OR write them down and upload a photograph of your work to your folder or send me an email.

## 6 Money

### 6.1 Recording amounts

We are learning to record amounts of money using decimal notation.



#### Before we start

Nuria and Finlay are trying to make £6 and 74p. Nuria says she can make it using one note and four coins. Finlay says he will need at least one note and five coins. What do you think? Explain your thinking.

We can record amounts in different ways.



#### Let's learn



This amount is £6 and 43p. This is the same as 643p.

We can also record this amount in decimal notation as £6.43.

The **pounds (£)** are before the decimal point and the **pence (p)** are after the decimal point.

Take care:  
£3 and 5p is written  
£3.05 in decimal notation.

£3 and 50p is written  
£3.50 (never £3.5).





## Let's practise

- 1) a) Write these amounts in £ and p:  
 i) £15.10    ii) £28.11    iii) £14.09    iv) £2.99
- b) Write these amounts in decimal notation:  
 i) £12 and 15p    ii) £30 and 30p  
 iii) £7 and 8p    iv) £19 and 70p
- c) Draw the smallest number of coins that makes each amount.

2) Write down these amounts in decimal notation.



3) Use the least notes and coins you can to make these amounts.

Draw the notes and coins you choose.

- a) £9.80    b) £35.25    c) £20.99    d) £15.07

## CHALLENGE!

Amman has two hundred pounds. Nuria gives him another one pound and fifty-six pence. Write down the amount Amman has now, using decimal notation.

Draw Amman's new amount, using the smallest number of notes (no larger than £20) and coins you can.

**Number** - We are using strategies to add and subtract.

3. Complete 'Daily 10'

<https://www.topmarks.co.uk/maths-games/daily10>

Do the following levels:

Level 2 → Addition → Two-Digit Numbers

Level 2 → Subtraction → Two-Digit Numbers

You can choose how long of an interval (break) you have between questions.

Choose a strategy that suits you best.

Here's a recap of them:

Split strategy -

$$\begin{array}{r} 25 + 14 = 39 \\ \begin{array}{c} 20 \quad 5 \quad 10 \quad 4 \\ \hline 30 + 9 = 39 \end{array} \end{array}$$

Split the tens and the ones.

Add the tens together.

Add the ones together.

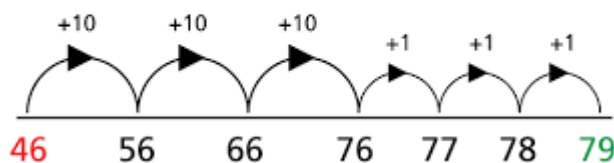
Add those two numbers to get your answer.

**WARNING** – the split strategy does not work for subtraction.

Jump strategy –

$$46 + 33$$

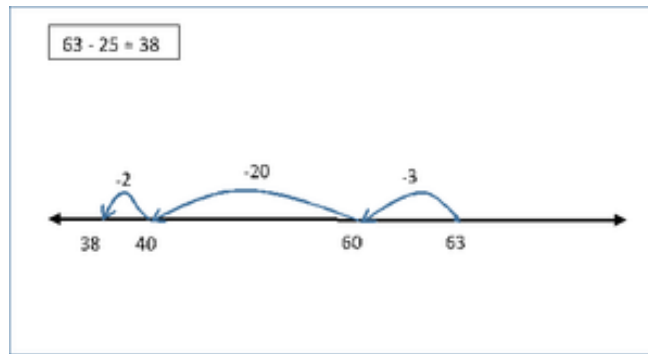
Addition



Start with the bigger number.

Count on in tens.  
Count on in ones.

### Subtraction



Start with the bigger number.  
Count back in tens.  
Count back in ones.

OR

Do it like the example.  
Take away a number to make the number below the line an easier number.  
Then take away the tens and the ones.

4. Play 'Mental Maths Train' on topmarks

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Go on Addition → Two Digits (carrying)

See how many you get out of 15.

Then go on to subtraction:

Subtraction → Two Digits with Decomposition



See how many you get out of 15.

## 5. Sumdog Challenge

### Mathemtaic Monsters



**Money** - We are understanding the terms profit and loss.

1. Practise your mental maths with money on Numeracy Workout:  
<https://www.numeracyworkout.co.uk/topics/money.php>

Do the following targets:

- ➔ Target 4. Tasks 1-9
- ➔ Target 5. Tasks 1-6

2. Complete these two pages from the Leckie textbook.  
Do before we start, let's practise and the challenge.

Type up your answers in your folder in class notebook OR write them down and upload a photograph of your work to your folder or send me an email.

## 7.4 Profit and loss

We are learning to calculate basic profit or loss.



## Before we start

Amman spent his birthday money on the following items:



Put the items in order from what you think is the least expensive to the most expensive. Check with a partner that you agree on the order.

A profit or loss is the difference in the amount of the selling price and the buying price.



## Let's learn

A **profit** is the amount of money that is made when something is sold for **more than** it cost to buy it.

The phone cost Isla £55 and she sold it for £70.

She made a £15 **profit** ( $£70 - £55 = £15$ ).



A **loss** is the amount of money that is lost when something is sold for **less than** it cost to buy it.

Nuria bought a bag for £100 and sold it for £65.

She made a **loss** of £35 ( $£100 - £65 = £35$ ).





## Let's practise

- 1) Isla bought a signed football strip for £85 at an auction. She sold it online for £175.  
How much of a **profit** did she make?
- 2) Finlay bought a collection of four paintings for a total of £1250. He sold each one for £425.  
How much of a **profit** did he make?
- 3) Amman bought two tickets for a concert to see his favourite band for £75 each. Unfortunately, he could not go so he sold both tickets for £120 in total.  
Did he make a **profit** or a **loss** and by how much?
- 4) Nuria's mum bought a classic car for £7500 about five years ago. She recently sold it for a **profit** of £2375.  
How much did she sell it for?



## CHALLENGE!

- Isla's sister makes dolls houses.  
 The basic house kit costs £25.  
 The deluxe house kit costs £35.  
 The materials to decorate the house cost £14.  
 The basic furniture pack costs £25.  
 The deluxe furniture pack costs £32.  
 She charges £10 per hour for her time and it takes her eight hours to make each house.  
 Isla's sister likes to make a £20 profit on a basic house and £30 on a deluxe house.
- a) How much does the basic dolls house cost her customer?
  - b) How much does the deluxe dolls house cost her customer?



**Shape** - We are learning about a cube or cuboid and its net.

3. Watch the 'What are nets?' video:

<https://www.bbc.co.uk/bitesize/topics/zt7xk2p/articles/z247tv4>

Complete the two activities that are on the bottom of the page.

Play 'Cube Nets'

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Cube-Nets/>

How many nets can form a cube?

4.

When we draw cubes and cuboids we must make them look 3D even though they are only 2D on the page.

**Let's learn**

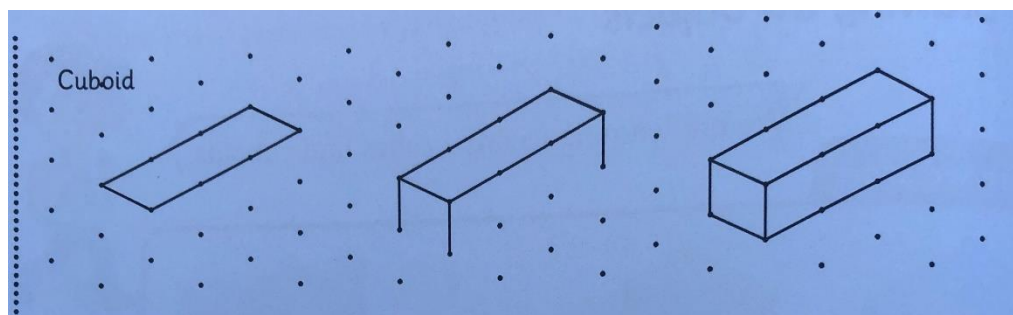
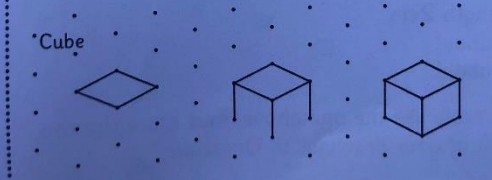
You will need 1 cm isometric (dotted) paper.

Using a ruler, draw a rhombus for a cube, or a parallelogram for a cuboid, by joining the dots.

Add three vertical lines at the vertices as shown.

Join the vertical lines at the bottom.

\*Cube



We are going to be drawing cubes and cuboids.  
Click on the link below to get dotted paper.

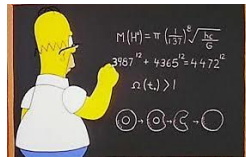
<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Isometric-Drawing-Tool/>

Draw 5 cubes and cuboids that are all different sizes (10 shapes altogether).  
You can make them colourful if you wish.

Take a photo of your completed cube and cuboids and upload these to your folder in class notebook or send me an email.

## 5. Sumdog Challenge

### Math Maniacs



**Money** - We are understanding the terms profit and loss.

1. Practise your mental maths with money on Numeracy Workout:  
<https://www.numeracyworkout.co.uk/topics/money.php>

Do the following targets:

- ➔ Target 4. Tasks 1-9
- ➔ Target 5. Tasks 1-7

2. Complete these two pages from the Leckie textbook.  
Do before we start, let's practise and the challenge.

Type up your answers in your folder in class notebook OR write them down and upload a photograph of your work to your folder or send me an email.



## 7.3 Profit and loss



We understand and can use the terms profit and loss.

## Before we start

Charlotte bought four chairs at the market for £15 each.

If she sells them for a total of £80, how much profit does she make per chair?



Profit and loss are terms to describe how much money you make or lose when you sell something.



## Let's learn

**Profit = selling price – buying price (where selling price is bigger)**

**Loss = buying price – selling price (where buying price is bigger)**

A retailer bought eight bunches of grapes for £6.20 and sold them for £1.20 per bunch.

How much did he make?

$$\begin{aligned}\text{Total selling price} &= £1.20 \times 8 \\ &= £9.60\end{aligned}$$

$$\begin{aligned}\text{Profit} &= £9.60 - £6.20 \\ &= £3.40\end{aligned}$$

If the retailer sold each bunch for 70p per bunch, would he make a profit or a loss?

$$\begin{aligned}\text{Total selling price} &= 70p \times 8 \\ &= £5.60\end{aligned}$$

$$\begin{aligned}\text{Loss} &= £6.20 - £5.60 \\ &= £0.60 \text{ or } 60p\end{aligned}$$





## Let's practise

- 1) Mr Green the grocer bought 30 bunches of bananas for £18.00. He sold 22 bunches for 80p each. He didn't sell the remaining bunches and had to give them away.
  - a) Did Mr Green make a profit or a loss?
  - b) How much did he make or lose?
- 2) Primary 6 wanted to raise some money for their class trip, so they decided to make cakes.
 

If the ingredients cost them £4 altogether and they made 24 cakes, how much would they have to sell the cakes for if they want to make £12 profit?
- 3) Jo Joiner made a treehouse for Mr Hunter's children.
 

It cost him £50 to buy the wood, £15 to buy all the other materials and he charged £25 for his time.

  - a) If he charged Mr Hunter £80 did he make a profit or a loss and by how much?
  - b) If he wanted to make a profit of £25, how much would he have to charge Mr Hunter for the treehouse?



## CHALLENGE!

Isla and Amman have set up a lemonade stall to raise some money to buy new sports equipment for their school.

The ingredients for eight cups are listed below:

one bottle of soda water	£0.60
six lemons	£3.00
125 g granulated sugar	£1.60 per 500 g

- a) How much would each cup of lemonade cost?
- b) How much will they need to sell each cup for to make a 10p profit per cup?
- c) If they sell 20 cups and make £6 profit, how much will they need to sell each cup for?
- d) If Amman wants to make a £20 profit, how many cups of lemonade must they sell and how much should they charge per cup?



**Shape** - We are learning about 3D objects and their nets.

3. Watch the following video on the nets of 3D shapes:

<https://www.youtube.com/watch?v=SwdJm6Ra1W4>

Create your own 3D object by drawing out its net.

Instructions for how to do so are given below.

You can choose to do this or another 3D shape.

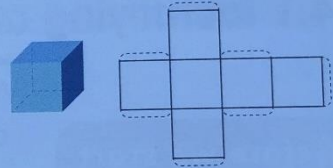
This is the net of a cube.

Copy the net carefully, using a ruler to make the edges 4 cm (squared paper will help).

Cut out your net, making sure to include the tabs.

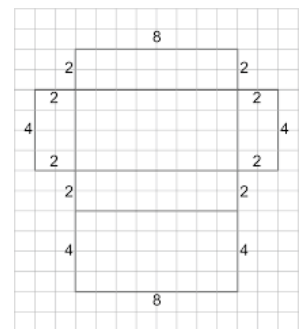
Fold each solid line first, then fold the net up to

make a cube. Apply glue to the tabs to stick the cube together.



TIPS:

- Make sure you measure your sides accurately.
- Your sides must be the same length (look at the example picture →).
- Draw small tabs so that you can glue these to stick your 3D shape together.
- If you don't have glue you can use cellotape.



Take a photo of your net and upload it to your folder in class notebook or send me an email.

4. Play 'Nets of 3D Shapes' game

<https://www.turtlediary.com/game/nets-of-3d-shapes.html>

Play levels 1 and 2.

## 5. Sumdog Challenge

Additional work if you want to, use any of the following websites:

- Sumdog - I have set the skills so that they are areas you are working on
- Hit the Button
- Numeracy Workout (Username: whiteness Password: button81)
- [https://www.transum.org/Software/SW/Starter\\_of\\_the\\_day/](https://www.transum.org/Software/SW/Starter_of_the_day/) has a daily problem solving task.



## Health and Wellbeing

This week you are going to host a quiz night for your family. For a quiz to run smoothly it needs a bit of preparation. Here are some suggested steps to help you do this. Choose which ones you'd like to do. It'd be great to hear how you get on!

### Quiz Night- Planning

Monday

- Decide who, when and where?
- Who is going to be involved in your quiz? Will it be the whole family split into two teams? Will you invite other households to join in via facetime, skype or zoom?
- When will your quiz be? Think of a time and date that will suit everyone.
- Where will your quiz be? In the living room? Online? You choose!

### Quiz Night- Advertising Task

Tuesday

- Design a poster to advertise your quiz and place it somewhere everyone will see it. Think about how you can make your poster attractive - bold, bright letters, illustrations, catchy headline phrase. Make sure you have the time and place on your poster!
- Think about refreshemetsns for a break - what will you be able to offer?

### Quiz Night - Designing Task

Wednesday

- Create some questions!
- Decide on three different rounds (these could be things you are interested in, like animals or music).
- You could use the internet, quiz type games you already own, newspapers and magazines to help you think of questions
- Ensure you have all of the correct answers for your questions
- You could have picture rounds using pictures from Google Images (such as guess country of the flag, name the film from the still or name the celebrity)

### Quiz Night- Creating Task

Thursday

- Create a set of rules for the quiz and write them down. You might also want to include which person is going to be the quiz master first (if you have decided to take it in turns)!
- Decide how you are going to score the answers. Will there be half marks? Will everyone score their own sheets? (This will obviously depend on if everyone is in the same room or not).

### The Quiz Night

Friday

- Organise pens and paper for each family member to use. If you are not using a table they'll need something to lean on too.
- Make sure you have all of your questions ready to go and the answers for each one too.
- If you are using a website such as zoom you will need to create a meeting and send the link to all participants so that they can join at the right time. (Get an adult to help you)



P6 – As we are away from school in the term you'd usually be working on Bikeability we're going to spend a few weeks focussing on this.



Go to this

link: <https://blogs.glowscotland.org.uk/sh/public/digitalschoolhub/uploads/sites/3156/2020/04/20151951/level-2-cyclist-guide-2016.pdf> and read these sections:

- 26 Road priorities
- 32 Left turns
- Can you ask an adult to help you practise this in real life?

Other activities:

- Try some Mindfulness. There are lots of super ideas in the files section of our Team.
- Remember it is important to keep active as well. Let me know what you've been doing - Mr Kirkness has shared some ideas on the PE Channel.

## Topic

This week the whole school is learning about **Food Chains and Food Webs**

Go on to TigTag, from your Glow Launch pad, click 'Curriculum', then 'Scotland Second Level' in 'Science' - scroll down until you reach these icons -



**Food chains**



**Food webs**

Task One:

- Watch the videos 'Food Chain' and 'Sharks and Fur Seals' in the Food Chains Unit
- Create a model of a food chain of your choice – here are some examples:
- Remember to label it – who are the primary, secondary and tertiary consumers?





## Task Two:

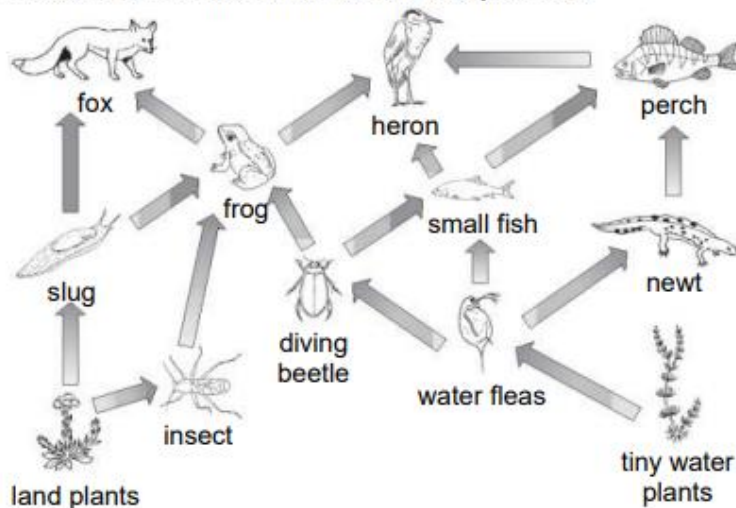
- Watch the videos 'Butterfly's Breakfast' and 'Sea Otters' in the 'Food Webs' unit.
- Food webs are where many different food chains interact.

Choose one of the activities below:

- Option One:

- Look at this food web and answer the questions:

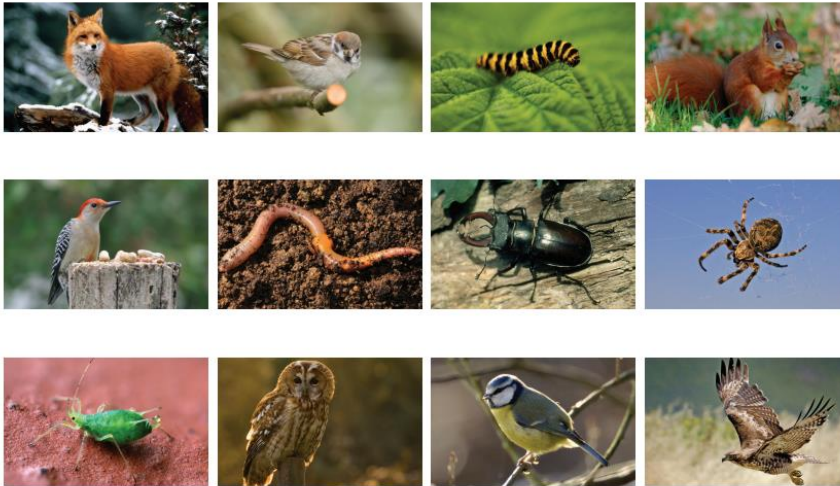
Look at this food web. Then answer the questions.



- Name two producers in the food web.  
\_\_\_\_\_
- Name three consumers in the food web.  
\_\_\_\_\_
- Write a food chain from this food web with six trophic levels.  
\_\_\_\_\_
- Name the animals that the small fish eats.  
\_\_\_\_\_
- Name the animals that eat the small fish.  
\_\_\_\_\_
- Explain what could happen to the community if all the frogs suddenly died.  
\_\_\_\_\_

- Option Two:

- All of these living things are part of a food web which starts with an oak tree. Draw an oak tree at the bottom of a sheet of paper and draw a diagram to show how all of these living things are part of a food web.



## Life Skills

Choose at least three skills from the below chart to work on this week. Let me know which ones you have chosen in the Life Skills section of your class notebook in Microsoft Teams. This is also saved in the Files section of our Microsoft Team.

# LIFE SKILLS

**Skills for Learning**  
**Skills for Life**  
**Skills for Work**

Have a go at learning these important life skills at home. Ask an adult or older sibling to help you, they might have some good advice and top tips for you! Can you learn...

COOKING/BAKING	CLEANING	LAUNDRY	CAREER
<ul style="list-style-type: none"> <li>- How to follow a recipe</li> <li>- How to use/read scales</li> <li>- How to use a measuring jug</li> <li>- How to use the hob safely</li> <li>- How to use the oven safely</li> <li>- How to set a timer</li> <li>- How to make a sandwich</li> <li>- How to boil, fry, poach, scramble eggs and make an omelette</li> <li>- How to boil pasta/rice/potatoes etc</li> <li>- How to use a knife safely</li> <li>- How to use a vegetable peeler</li> <li>- How to grate cheese etc</li> <li>- How to melt chocolate</li> <li>- How to crack an egg</li> <li>- How to sieve flour</li> <li>- How to whisk, mix, fold in etc</li> <li>- How to check things are cooked</li> <li>• <b>VERY IMPORTANT TO LEARN</b> •</li> <li>- Hygiene (wash hands, disinfect surfaces, tie hair back etc)</li> <li>- Safety when handling hot things and using sharp objects etc</li> </ul>	<ul style="list-style-type: none"> <li>- How to sweep the floor</li> <li>- How to Hoover</li> <li>- How to dust</li> <li>- How to mop</li> <li>- How to empty the bin</li> <li>- How to clean the kitchen/bathroom</li> <li>- How to clean mirrors/glass</li> <li>- How to wash the dishes or use the dishwasher</li> <li>- How to clean the car (inside &amp; out)</li> </ul>	<ul style="list-style-type: none"> <li>- How to read clothes labels for washing/ironing instructions</li> <li>- How to use the washing machine</li> <li>- How much detergent to use</li> <li>- How to hang clothes on the washing line outside or inside</li> <li>- How to use the tumble drier</li> <li>- How to iron clothes safely</li> <li>- How to fold clothes &amp; put it away</li> <li>- How to change bedding/make the bed</li> </ul>	<ul style="list-style-type: none"> <li>- How to recognise your own qualities, values, skills and talents</li> <li>- How to write a CV/application form</li> <li>- How to be professional and present yourself in a job interview</li> <li>- How to develop good time management skills</li> <li>- How to communicate effectively</li> <li>- How to work as part of a team</li> <li>- How to motivate yourself</li> </ul>
	FINANCES	EMOTIONAL INTELLIGENCE	SAFETY/RELATIONSHIPS
	<ul style="list-style-type: none"> <li>- How to know the difference between wants and needs</li> <li>- How to budget money</li> <li>- How to save money</li> <li>- How to read a bank statement</li> <li>- How to understand credit &amp; loans</li> <li>- How interest rates work</li> <li>- How to understand insurance</li> <li>- How mortgages work</li> <li>- How debit/credit cards work</li> <li>- What signing a contract means</li> </ul>	<ul style="list-style-type: none"> <li>- How to recognise when you feel sad/angry/happy/anxious/unwell</li> <li>- How to use coping strategies to control and manage emotions</li> <li>- How to manage stress</li> <li>- How to deal with disappointment</li> <li>- How to have a growth mindset</li> <li>- How to be mindful &amp; think positively</li> <li>- How to bounce back &amp; be resilient</li> <li>- How to continually build my confidence and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>- How to test the fire alarm</li> <li>- How to do basic CPR &amp; First Aid</li> <li>- Who to talk to when you feel worried/anxious or don't feel safe</li> <li>- How to stay safe online</li> <li>- How to negotiate &amp; communicate effectively with others</li> <li>- How to overcome a disagreement</li> <li>- How my actions affect others</li> <li>- How to show empathy &amp; Compassion for others</li> </ul>

**Learning these skills will enable you to become a confident & independent adult.**  
**You can highlight the life skills you have tried/discussed if you want to.**