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| **To help structure your fortnight, we have colour coded your tasks this session to indicate some learning activities you might want to tackle first, if possible. These tasks will be highlighted in green.**  **Some of these tasks can be spread over several learning sessions and over several days. Think hard about the balance of your day and perhaps follow up a literacy and numeracy task with a choice of an Art, Context work, P.E, Music, or Health and Wellbeing task.**  **We really want your child to enjoy these tasks rather than worry about how long a task takes them. Each child will work at their own pace and level of understanding. Some tasks are open ended, for example, research on mapping skills on the Ordnance Survey website and others are much easier to gauge a time needed to complete the task, for example, a worksheet. To help you with planning a daily or weekly timetable, we have written suggested timings per activity in red font.** | | |
| **Numeracy: Fractions**  **We know that you already know a lot about fractions, but we would like you to watch the following video to remind you what fractions mean:**  <https://www.bbc.co.uk/bitesize/topics/z9sycdm/articles/zhmjy9q>  **Task 1 (approx. 15-30 minutes)**   * At home practise dividing objects, cake, pizza etc up into shared equal parts (e.g. ½, 1/4, 1/3, 1/6). * Which fractions are easiest to split? * Why do you think some are easier than others? * Write your thoughts in your jotter.   **Task 2 (approx. 30 minutes)**   * Try drawing (or take photos of) some examples of objects you have split equally into parts in your jotter with the fraction name (e.g. ¼) written beside your pictures. * **Watch the following video to help you write your fractions correctly. It will remind you of the names for the top (numerator) and bottom (denominator) numbers of fractions and what they mean. Try the interactive tasks after the video:**   <https://www.bbc.co.uk/bitesize/topics/z9sycdm/articles/zh3xxyc>  **Extension Task: If you are feeling confident then feel free to practise your understanding of fractions through playing this differentiated game on Topmarks. (as much time as you wish)**  <https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html> | **Maths Chilli Challenge: Division**  Please choose a task from the chilli challenge sheet at the end of this grid.  “**Flamin’ Hot” is trickiest, “Mild” is easiest.**  What challenge will you pick?  **I suggest those who choose the “Flamin’ Hot” challenge should do the “Hot” challenge first as this will enhance your understanding before tackling the trickier sums.**  Please complete this task before the Fractions task  **Approx. timings:**  **Flamin’Hot**: **30-40 minutes per page including videos.**  **Hot**: **30-40 minutes per page including video.**  **Mild**: **15-20 minutes for all 3 pages.** | **Maths and Numeracy:**  **Sumdog Contest for Stirling and Clacks**  H:\P4S 2019 - 2020  6th May 2020\Contingency Planning\sumdog 2.jpg  **We have entered you in a Sumdog competition which begins on Friday 15th May at 8am until 8pm Friday 21st May.**  To take part you simply need to play Sumdog. Scores are based on accuracy and questions tailored to each pupil’s level.  Ten pupils from a class must take part for the class or individual scores to appear on the leader board.  So let’s work as a team, try your best, have fun and let’s see how well we do!  (**approx 15-20 minutes per day**)  Good luck! |
| **Reading**  On our last grid we asked you to ***share a page of a book which you feel the author has used words, phrases and/or punctuation really well to create super images in your head/makes it exciting/build suspense or share feelings***. How did you get on with this task? Was it easy or tricky for you? It would be super if you could share your thoughts with us on Google Classroom.  **Task**  Now we would like you practise these new analysing skills again by ***repeating this task, but this time choose a chapter from the same book and share this with a family member and say why you chose it***. Explain what the author does well using language and/or punctuation? (**approx. 15-30 minutes**)  **Extra task**  Authors often write in different styles so it would be great if you could compare two authors by doing this activity again but choosing a chapter from a book written by a different author. Was it easier doing this task for one of the authors compared to the other? If so, what made it easier? Share your thoughts in a few sentences in your jotter and, if possible, on Google Classroom too.  **(as much time as you wish)** | **Grammar – Time Connectives**  We know the importance of using connectives to connect two ideas, lengthen our sentences and make our writing more interesting.  We have become used to thinking about the *“magnificent seven”* - *and, although, as, because, but, if, or.*  However, **time connectives** can also make a big impact on the quality, structure and interest of our writing. We can use time connectives at the beginning of a sentence, or in the middle, to signal or mark the passing of time.  Please read the attached sheet on time connectives and try spotting some time connectives and then include some in your own fabulous sentences. How many can you write? We would love to see them!  (**20-30 minutes**) | **Core Literacy**  **Reading**  Continue to read for **at least 20 minutes** every day.  Have you found your special or unusual place?  Please tell us about it on Google Classroom. You could even upload a picture to share with us all!  **Spelling/Reading**  H:\P4S 2019 - 2020  6th May 2020\Contingency Planning\nessy.jpgPlease continue to login to Nessy to develop your spelling and reading skills.  (**approx. 15-20 minutes per day**) |
| **P.E**  We hope you are continuing to be active during your daily outing in the fresh air by playing, walking, scooting or cycling.    Our focus this term would normally be Athletics so have a go at the fun athletics style activities on the **“Fun P.E activities”** Word document.  You still have access to Mrs Coombs “Up Sally Down Sally” video on Google Classroom which is a great warm up exercise routine. Watch out for more activities posted by Mrs Coombs. | **Context for Learning (Tremendous Technology)**  Typhoon Lekima: 28 dead and a million evacuated in China - BBC News**Weather-**In our last grid we asked you to research a significant weather event which has had a huge impact on people’s lives in the UK (e.g. floods).  Now we would like you to research a contrasting significant global weather event which has had a huge impact on people’s lives in another country (e.g. drought). **(as much time as you wish)**  **Writing**- Write a newspaper report about this using an eye-catching headline and include a picture.  ***NB: To help you with this writing task we have uploaded a newspaper information sheet. We have also uploaded an example planning template however feel free to design your own newspaper page.***  This need only be one page and can be an A4 hardcopy or digital***.* (approx. 40 minutes)** | **Context for Learning (Tremendous Technology)**  **Technology (wants)-**Revise the difference between a need and a want which we learned in Term 1.  What different types of technology have helped you or your family with **daily wants** over the following two weeks (e.g. games, play, clothes, snacks, toys, entertainment, communication)?  Share your thoughts with a family member or write/draw your ideas in your jotter.  **(as much time as you wish)** |
| **Context for Learning (Tremendous Technology)**  **H:\P4S 2019 - 2020  6th May 2020\Contingency Planning\ordnance survey site.jpg**    **Mapping** – Please use this link to learn about mapping skills with an Ordnance Survey map.  <https://www.ordnancesurvey.co.uk/mapzone/map-skills>  Once you have explored this site, please have a go at the quizzes and games.  **Extension task:** If you have a paper OS map at home, can you test your new skills?  Ask your parents to set you a challenge of finding a particular town within the area of the given OS map.  Can you then try to find the same town, using Google maps or an atlas?  **(as much time as you wish)** | **RME:**  **The Story of Mohammed and the 5 Pillars of Islam**  Look up this website again  <http://www.primaryhomeworkhelp.co.uk/religion/Islam.htm#7> and find out who Mohammad was.  Look up what the 5 pillars are and then watch this video by 2 Muslim teenagers in England.  <https://www.youtube.com/watch?v=Jb8Yk8LaUoc>  Muslims follow 5 tasks they need to do sometimes daily some once in a lifetime in order to call themselves Muslims.  What 5 rules or tasks would you like your family to follow?  **(as much time as you wish)** | **French: France booklet and the Weather**    How are your mini booklets coming on?  Who can post a tricky question about France (that you know the answer to now) on google classrooms for you classmates to answer?  I would love to see a photo of your mini booklet on google classrooms.  Please watch this clip a few times. You already know some weather phrases but there are new ones to learn here. <https://www.youtube.com/watch?v=G8iBwQUvY-E>    Can you make up a funny action to go with each phrase e.g.  Il neige (it’s snowing)- could you pretend to make and throw a snowball?  Il fait mauvais (it’s miserable)-could you pull a sad face? You will have to be quick to keep up with her!  Use the picture clues if you are not sure of the translation.  **(as much time as you wish)** |
| **Maths Beyond Number: Mass and Volume**  **Mass**  If you have weighing scales at home can you measure 5 random objects from home.  Are larger items always heavier? Can you find a smaller object that weighs more than your largest object? Can you find a larger object that weighs less than your smallest object?  Weight (or strictly speaking mass) is measured in grams and kilograms. What do you think the following would be measured in?  A filled suitcase – why are we only allowed a certain weight when we are flying?  The weight of your pet – vets often need to know this – do you know why?  **Volume**  Volume is measured in litres and millilitres. Raid your food cupboard or fridge for bottles of liquids and look for how many millilitres or litres they contain. Line them up in order and send us a picture on Google classroom.  [This Photo](http://nodes.net.au/courses/cert2/hospitality_asian.php) by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/3.0/)  Can you find out how many millilitres are in a teaspoon and a tablespoon?  If you have a measuring jug can you measure how many millilitres can be held in a ladle or an ice cream scoop?  An incredibly fun way of getting used to measuring in grams and millilitres is to bake. Do you have a quick and easy recipe you could share on Google classroom?  **(as much time as you wish)** | **Music**  **H:\P4S 2019 - 2020  6th May 2020\Contingency Planning\music clip art.jpg**  Listen to a piece of music that makes you happy.  What is it called and who is it by?  Why do you think it makes you happy?  Can you identify some of the instruments playing in the music?  Record your thoughts in your jotter or share on Google Classroom.  **Art**  Look at the Power Point **“Art Lesson**” to learn about a famous French artist called **Henri Rousseau**.    Follow the instructions to create your own painting or drawing in the style of this artist.  **(as much time as you wish)** | **Outdoor Classroom Day – Thursday 21st May**  **H:\P4S 2019 - 2020  6th May 2020\Contingency Planning\outdoor classroom day.jpgWe may not be at school but Outdoor Classroom Day is still happening! Here are some ideas for you to try:**  1.Paint a stone animal:  <http://www.fieldsintrust.org/Upload/file/bpty2020/Painting-Stone-Animals.pdf>  2. Make a face from nature finds:  <http://www.fieldsintrust.org/Upload/file/bpty2020/Making-Faces.pdf>  3. Take a nature bag or basket on walks and collect natural items like pebbles, fallen leaves and feathers.   1. 4. Play a game of outdoor bingo – who will be the first to spot a black bug, a brown bird or a white flower? 2. 5. Make a nature wind chime out of twigs, pinecones, shells and anything else you can find. Hang it where it will catch the wind. 3. 6. Make a nature crown out of twigs, fallen leaves and other natural materials 4. 7. Make this day the day you start a nature journal - sketch or paint leaves, fungi, flowers or other nature finds or use a notebook to press nature treasures. Collect leaves or flowers and write notes to remind you of when and where you found them. 5. Please share you Outdoor Classroom Day activities with us on Google Classroom.   **(as much time as you wish)** |
| **Be a mini teacher for the day!**  [This Photo](http://www.gunmajet.net/news/not-recontracting-what-to-do-after-jet/) by Unknown Author is licensed under [CC BY-SA-NC](https://creativecommons.org/licenses/by-nc-sa/3.0/)  Take this opportunity to teach your fellow Primary 4 friends a fun lesson.  **What?**  For example, it may be a favourite recipe or a new type of game or an invention, or an activity you have enjoyed doing outside or inside during lockdown.  **How?**  Please use Google Classroom to share any exciting ways which you have been learning during lockdown. You will need to give instructions and list any equipment, materials or ingredients needed.  **Where?**  You could simply write your lesson in the class comments box or upload a photo, word document or power point presentation. By sharing this on Google Classroom you could inspire others to try it and have fun too.  **(as much time as you wish)** | **Mindfulness:**  Do you remember the week we all thought about **worry bubbles**?  When we notice that something is making us feel uncomfortable or is worrying us, then it’s important that we are kind to ourselves by practising some Mindfulness Magic! Imagine your bubble wand, think about a word or a colour for your difficult emotion or whatever is bothering you and simply blow it away in a worry bubble! As you wave goodbye to your bubble and imagine it popping and disappearing notice how it helps you to let go of what’s worrying you, helping you to become more comfortable, calm and relaxed.  If it helps, write down your worry or choose a colour to represent that colour. Think about it, and then blow it away! Practise your mindful breathing and then feel yourself calming and relaxing.  **(as much time as you wish)** | **Current news items/Tremendous Technology**  **Item from Newsround, 6th May 2020:**  **“A brand new 'contact-tracing' app is being tested in the Isle of Wight in an attempt to track who may have caught**[**coronavirus**](https://www.bbc.co.uk/newsround/51204456)**.** From Thursday 7 May, everyone on the Isle of Wight has been encouraged to download the app, which has been made for the UK government.The government hopes it will help prevent another surge in the number of people who get the virus once [**lockdown restrictions**](https://www.bbc.co.uk/newsround/52306387) are relaxed. However, downloading the app is voluntary and people on the Isle of Wight don't have to use it.”  This is an amazing use of Tremendous Technology! Can you research the development of this app? Do you think it will be helpful? Are there any difficulties in organising it across the country? Could you discuss this with family members or share your ideas with us through Google Classroom?  **(as much time as you wish)** |

Suggested web sites and apps:

TopMarks <https://www.topmarks.co.uk/>, BBC Bitesize <https://www.bbc.co.uk/bitesize>

Kidmathsgameonline.com <http://www.kidsmathgamesonline.com/> Snappy Maths (worksheets) <http://www.snappymaths.com/>

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| Chilli Challenge |
| **Flamin’ Hot**  **Please watch the following video to help you understand how to do short division of 2 and 3 digit numbers with remainders.**  <https://www.youtube.com/watch?v=FApcjdAhnrY>  **Now complete at least 1 page of division sums on the PDF named “Chilli Challenge Flamin’ Hot division of 3 digits with remaindersC:\Users\Andrew\AppData\Local\Microsoft\Windows\INetCache\IE\E0X229O6\red_chili_pepper_2_yxqy[1].gif”.** |
| C:\Users\Andrew\AppData\Local\Microsoft\Windows\INetCache\IE\BL0FMZKG\120px-Chilli_pepper_3.svg[1].pngHot **Please watch the following video to help you understand how to do short division of 2 digit numbers with remainders.**  <https://www.youtube.com/watch?v=KGMf314LUc0&disable_polymer=true> Now complete at least 1 page of division sums on the PDF named “Chilli Challenge Hot division of 2 digits with remainders”. |
| Mild  **Please watch the following video again which we posted on the last grid to remind you what division means and how to divide by splitting into groups.**  [**https://www.youtube.com/watch?v=JFU3B5lMbPE**](https://www.youtube.com/watch?v=JFU3B5lMbPE)  **You could practise making more fact families such as:**  **5x3=15**  **3x5=15**  **15 divided by 3 =5**  **15 divided by 5=3**  **Or you can practise with**  <http://www.snappymaths.com/multdiv/1234510xtab/1234510xtab.htm>  **Or try to complete at least 1 page of division sums on the PDF named “Chilli Challenge Mild division by 3 using arrays”.** |