




# Primary 6 Learning from Home Plan

## Week Beginning: 01.06.20

Monday

Literacy	Numeracy	Topic/ Other
<p>OLI: To confidently spell words in a given pattern.</p> <p>Activity: Sumdog Spelling Challenge. Click on the sidebar button that says 'maths' and change it to 'spelling'. New spelling lists have been entered as spelling challenges.</p>	<p>OLI: To use the correct arithmetic operation. To use a calculator. To round whole numbers.</p> <p>Activity: <b>Child Safety Week</b> Child Safety week begins today and runs until Sunday. The theme of this year's Child Safety Week is "Safe children: together we've got this." Friends, families, and communities are being asked to show they care by playing their part in keeping children safe, as well as sharing their experience and knowledge, about accidents and the really practical, simple things they do to prevent them.</p> <p>Use a calculator to answer the following questions.</p> <ol style="list-style-type: none"> <li>30,000 children go to A&amp;E every year with signs of poisoning. How many children is this each month?</li> <li>130,000 children are injured in the garden every year. How many children is this each week?</li> <li>One million children aged 14 and under go to Accident and Emergency every year following an injury in the home. How many children is this each month? Round your answer to the nearest whole number.</li> <li>39% of all children's accidents in the home are from falling. How many children are injured in a fall each year?</li> </ol>  <p>Extension Ideas</p> <ul style="list-style-type: none"> <li>For Q1, 2 and 3 calculate the number of accidents per day</li> <li>Produce a bar graph to show the data in Qs 1, 2 and 4</li> <li>Find out how child accident rates in the UK compare to another country and present the data appropriately.</li> </ul>	<p>OLI: To think about our year in class and connect with friends.</p> <p>Activity: Now that we are into June, it is time to think about the Celebration of Success and about Prizegiving. If you could give a Golden Award, who would you give it to? For what? Design a certificate on a computer or draw one and post it on Teams for us all to enjoy. Explain on the certificate why you are giving it.</p> <div style="border: 2px solid yellow; padding: 10px; text-align: center;"> <p><b>Golden Award</b></p> <p>To</p> <p><b>Alan Aardvark</b></p> <p><i>For being the quietest member of our class, but turning up every day with a broad smile and a cheerful story. He always shared his playpiece.</i></p> </div>

# Tuesday

OLI: To practise grammar skills

Activity:

I have set up a class **Grammar** competition on SumDog.

Just like in Maths, it will take half an hour or so for SumDog to find your level and then it will begin to stretch you, so don't worry if the first few questions are difficult. I am leaving the competition on the website until Friday after school.

Please try for at least half an hour a day and let's see who can make it to the leaderboard.

OLI: To look at a calculation and decide which numbers to re-order. To use brackets to show how you grouped together helpful numbers.

Activity: **Useful Pairs**

**(I will do a live lesson on Teams today at 10.30 and post a video on Teams after that)**

When you add numbers, it doesn't matter what order you put them in (the fancy maths term is that addition is commutative) so:

$$20 + 3 + 46 + 80 + 7 \quad \text{is the same as}$$

$$20 + 80 + 3 + 7 + 46$$

You can use that to make tricky sums easier – brackets show the numbers you've put together so

$$(20 + 80) + (3 + 7) + 46 =$$

$$100 + 10 + 46 = 156$$

Or like this

$$5 + 140 + 4 + 60 + 6 + 5 =$$

$$(5 + 5) + (4 + 6) + (140 + 60) =$$

$$10 + 10 + 200 = 220$$

Can you lay out these sums as above and complete them:

$$4 + 3 + 8 + 7 + 2 + 6 =$$

$$120 + 40 + 360 + 80 =$$

$$20 + 7 + 80 + 3 + 5 + 5 =$$

$$360 + 9 + 1 + 40 =$$

$$250 + 30 + 250 + 70 =$$

Now make up 5 of your own and solve them.

OLI: to think about some of the changes of puberty.

Activity:

Read Chris's Story on the school website or on Teams and answer the questions below.

**Do you think Chris is a boy or a girl, or are you unsure? Write down what makes you think that?**

**Write a list of the changes that Chris is happy with and the changes that Chris is not so pleased about.**

# Wednesday

OLI: To read with accuracy and flow

Activity:

Read Chapter 9 of your text and write a summary of events – no more than 75 words.

You might have finished your text – you can use another one. While the library is closed, you can pick up books from outside the campus.

Design a DVD cover, complete with tagline, for the movie version of the book.

OLI: To look at a calculation and decide which numbers to re-order. To use brackets to show how you grouped together helpful numbers.

Activity: **Useful Pairs 2**

Just like addition, multiplication is **commutative**, so the order doesn't matter.

$5 \times 23 \times 2$  is the same as  $5 \times 2 \times 23$

So  $(5 \times 2) \times 23 =$

$10 \times 23 = 230$  Let's try again

$50 \times 532 \times 2 =$

$(50 \times 2) \times 532 =$

$100 \times 532 =$

53200

Now try these in your jotter

$50 \times 26 \times 2 =$

$390 \times 5 \times 2 =$

$50 \times 20 \times 141 =$


$500 \times 26 \times 2 =$

$2 \times 2 \times 5 \times 14 \times 5 =$

Now make up 5 of your own and solve them!

Art lesson from Mrs Boyd

<https://www.breadalbane.pkc.sch.uk/art-resources/>

<h1>Thursday</h1>	<p>OLI: To use commas correctly.</p> <p>Activity: A comma is a punctuation mark which tells us where to take a slight pause. Commas help us to understand the meaning of a sentence, so...</p> <p>In the cold, dark, silent depths of the sea, the shark lies in waiting.</p> <p>The shark, with its black back and white stomach, has a terrible bite.</p> <p>Rewrite these sentences in your jotter. Put in a comma where the reader needs to pause.</p> <ol style="list-style-type: none"> <li>1. The pyramids which are in Egypt are enormous.</li> <li>2. Barney who came last was very upset.</li> <li>3. Mr Jones our next door neighbour is very nice.</li> <li>4. However hard she tried Jane could not catch any fish.</li> <li>5. We arrived in Paris the capital of France.</li> <li>6. Jane my sister is good at singing.</li> <li>7. The River Thames a very long river flows through London.</li> <li>8. Visit Australia the land of opportunity.</li> </ol>	<p>OLI: To learn about famous mathematicians. To solve a problem by reordering the calculation.</p> <p>Activity: <b>Clever Carl</b> A very famous mathematician called Carl Gauss was a wee boy in Primary school about 240 years ago. One day his teacher wanted a wee break so he asked his class to add together all the numbers from 1 to 100, thinking they would have to add <math>1 + 2 + 3 + 4</math> all the way to a hundred and it would take them an hour or so... He was shocked when young Karl, after a few seconds thought, wrote down the answer 5050. The teacher couldn't understand how his pupil had calculated the sum so quickly in his head, but the eight year old explained that it was easy. He had added up pairs instead of one long sum  <math>1 + 100 = 101</math>  <math>2 + 99 = 101</math>  <math>3 + 98 = 101</math>          There are 50 pairs so <math>50 \times 101 = 5050</math></p> <p>If I asked you to add all the numbers from 1 to 10, could you do it quickly?</p> <p><b>Extension</b> Can you do the same for 50? 1000?</p>	<p>OLI: To problem solve through trial and error. To reinforce number bonds</p> <p>Activity: <b>Outdoor Magic Number Squares</b> This is another great John Muir Award activity. You can try it on your own or work with parents or siblings.</p> <p>You will need 4 sticks (or calk to draw 4 lines and 45 natural counters – you can use leaves, pebbles, beech nuts, daisies – whatever you can find. Lay your sticks out like so...</p>  <p>Now lay out your counters so that every row, every column and every diagonal adds up to 15. Using trial and error, the numbers 1 to 9 appear only once each.</p> <p>Tricky! But keep trying. Move your piles around and you will find a solution.</p> <p>I will post up an answer on Friday.</p>
<h1>Friday</h1>	<p>OLI: To practise using commas and full stops</p> <p>Activity: These sentences don't make sense because some commas and full stops are missing or in the wrong places. Rewrite them in your jotter, so that they make sense.</p> <ol style="list-style-type: none"> <li>1. The king walked and talked half an hour after his head was cut off.</li> <li>2. The soldier entered on his head, a helmet on each foot, a sandal in his hand. He had his trusty sword.</li> <li>3. The giant had hairy feet, huge and flat, on his head. He squashed his hat over his shoulder. He carried a club, big and spiky, in his hand. A sword he waved.</li> </ol> <p>Email me your answers or post them on Teams.</p>	<p>OLI: To practise maths facts.</p> <p>Activity: I have set up a Sumdog competition. Spend as long as you like and see if you can make it to the leaderboard.</p>	<p>Health lesson from Mrs Munro <a href="https://www.breadalbane.pkc.sch.uk/health-and-well-being/">https://www.breadalbane.pkc.sch.uk/health-and-well-being/</a></p>

## Notes from the teacher

I will open a Teams meeting each afternoon from 2pm to 2.30pm. You can chat with your friends, arrange SumDog meets, whatever.

I will have more focussed meets with smaller groups of children, starting Tuesday, if you are available, to talk through any worries about schoolwork.

Tuesday, 1pm	Meaghann, Maisie B, Beth, Jaime Rose
Tuesday, 1.30pm	Phoebe, Mercy, Claire, Laurie, Maya
Wednesday, 1pm	Maisie H, Maia, Annie, Nathan S
Wednesday, 1.30pm	Brogan, Cameron, Dougal, Nathan B
Thursday, 12.30pm	Neda, Evie R, Ben, Reece
Thursday, 1pm	Lauren, Logan, Liam, Amy
Thursday, 1.30pm	Jack, Ethan, Lena, Jasmine