





Primary 6 Learning from Home Plan

Week Beginning: 18.05.20

	Literacy	Numeracy	Topic/ Other
Monday	<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 explore how numbers are made up by looking at different ways of grouping them.</p> <p>Activity: You will probably need to raid the kitchen for this one- get yourself a large handful of rice or lentils or a bag of pasta. I have included a 100 square on the school website and in Teams because some people will prefer to work with that.</p> <p>I have a number in mind. Split into groups of 2, there is 1 left over. Split into 3s, 5s or 6s, there is always 1 left over. Split into 7s and there are none left over. What could my number be?</p> <p>Extension: What is the next number that would work? What if my number splits into 2,3,4,5 or 6 with 1 left over and splits into 7s with none left over</p>	<p>OLI: To think and talk about how you are feeling in a strange world.</p> <p>Activity: Go to https://www.childrensparliament.org.uk/our-work/children-and-coronavirus/ I'll put a link on teams too.</p> <p>The Children's Parliament work to make sure that all children in Scotland grow up in a world where they are treated with love, dignity and respect. They have asked that as many young people (ten to fourteen years old) as possible fill in this survey. Adults talk on TV about Covid 19 all the time. It's important to hear how children feel.</p> <p>It would be great if you could do the survey with an adult. They might be surprised at what and how you think. They might want to look at the Children's Parliament website and become an 'Unfeartie'.</p>

<h1>Tuesday</h1>	<p>OLI: To recognise the subject and object of a sentence.</p> <p>Activity: Every sentence has a subject and a verb, eg The sun is shining. subject verb Some sentences also have an object, eg The sun is drying the washing. subject verb object</p> <p>In this grammar activity, you will be choosing a suitable object to complete each sentence. I've done the first one, but you can change it to add one of your own if you like.</p> <ol style="list-style-type: none"> The hot sun melted _____ The hot sun melted Mark's chocolate. Tracey threw _____ The old man opened _____ I like eating _____ The beautiful princess kissed _____ My sister baked _____ Mr Brown dusted _____ Steph won _____ Mr. Liney stirred _____ <p>Now underline and mark the subject, verb and object in each sentence. I've done the first one. The hot <u>sun</u> <u>melted</u> Mark's <u>chocolate</u>. S V O</p>	<p>OLI: To compare multiples of different tables. To find the prime numbers between 11 and 100</p> <p>Activity: 100 square You will need a 100 square. You can draw one in your jotter or print one from Teams or the school website. First, find all the multiples of 2 on the square and mark them with a tiny 2. They follow a pattern so it won't take you long. Now find all the multiples of 3 and mark them with a tiny 3. Now all the multiples of 4... 5.. 6.. 7.. 8.. 9..10</p> <p>In your jotter, write: 14 is a multiple of 2 and 7. 48 is a multiple of 2, 3, 4,6 and 8 Now write the sentence out for these numbers: 96, 36, 21, 44, 56, 63, 27, 80, 45 and 99.</p> <p>Some numbers on your 100 square will have no marks. These are the prime numbers between 11 and 100. They can only be divided by 1 or themselves. Make a list of them in your jotter.</p>	<p>OLI: To recognise the human life cycle.</p> <p>Activity: If we thought about the stages of a human life, we would probably come up with childhood, birth, teenage, baby, adult, death, old age and fertilisation.</p> <p>Can you draw the human life cycle as a circle, starting and finishing with fertilisation? We don't usually include old age or death in a life cycle, so it will include: - birth, teenage, adulthood, infancy, fertilisation and childhood.</p> <p>Can you include an illustration and an approximate age for each stage? Extension – Our lives have got longer and, in some ways, much easier in the last 300 years. Do you think any parts of the life cycle have changed?</p>
<h1>Wednesday</h1>	<p>OLI: To read with accuracy and flow</p> <p>Activity: Read Chapter 7 of your text and write a summary of events – no more than 75 words.</p> <p>Now, thinking about a main character from your book – Are they a good or bad person? Write no more than 100 words to explain your thoughts. Give examples.</p>	<p>OLI: To compare multiples from different tables. To find the smallest common multiple of different tables.</p> <p>Activity: You will need your jotter and your 100 square from yesterday. Can you find the smallest number to divide by 2 and 3? Write in your jotter – SCM of 2 and 3 = 6 Try 2 and 4 - SCM of 2 and 4 = 4 2 and 5 - SCM of 2 and 5= 10 Can you write out all the Smallest Common Multiples for 2x, 3x and 4x?</p>	<p>Health lesson from Mrs Munro https://www.breadalbane.pkc.sch.uk/health-and-well-being/</p> <p>Art lesson from Mrs Boyd https://www.breadalbane.pkc.sch.uk/art-resources/</p>

Thursday	<p>OLI: To rewrite sentences in the passive voice (ie the object comes first)</p> <p>Activity: You will need your grammar work from Tuesday. This is a trickier task than it appears at first, but I have faith in you! Can you rewrite your sentences so that the object comes first, and has something done to it. Eg The sun is drying the washing. </p> <p>The washing is dried by the sun.</p> <p>The hot sun melted Mark's chocolate. </p> <p>Mark's chocolate was melted by the hot sun.</p>	<p>OLI: To compare multiples from different tables. To find the smallest common multiple of different tables.</p> <p>Activity: You will need your jotter and your 100 square from Tuesday. Can you find and record the Smallest Common Multiples for 5,6,7,8,9?</p> <p>You will find that sometimes you could get the same answer by multiplying so: 5x6=30 LCM of 5 and 6 =30 but sometimes the answer is different so 6x8 =48, but LCM of 6 and 8 =24 I wonder if there's a pattern.</p>	<p>OLI: To think about how vibrations create sound. To think about how we can change the note by changing the vibration. To think about how we can make the sound louder by amplifying the vibration.</p> <p>Activity: Can you create a musical instrument from scrap materials and use it to play Thank You Baked Potato?</p> <p>In this mashup of science and music you will learn how lower and higher notes are made and how musical instruments amplify the sound. If you can, watch this video- she's a little excitable but she has brilliant ideas. https://www.youtube.com/watch?v=qe_XNjN9PFo</p> <p>And the Baked Potato Song can be found here. https://www.youtube.com/watch?v=f0HMHVD8bag</p> <p>And, of course, I would be delighted to see videos or photographs of your end result.</p>														
Friday	Inset Day (you get a day off while your teachers try remote learning)																
Notes from the teacher	<p>I will open a Teams meeting each afternoon from 2pm to 2.30pm. You can chat with your friends, arrange SumDog meets, whatever.</p> <p>I will have more focussed meets with smaller groups of children, starting Tuesday, if you are available, to talk through any worries about schoolwork.</p> <table><tr><td>Tuesday, 1pm</td><td>Meaghann, Maisie B, Beth, Jaime Rose</td></tr><tr><td>Tuesday, 1.30pm</td><td>Phoebe, Mercy, Claire, Laurie, Maya</td></tr><tr><td>Wednesday, 1pm</td><td>Maisie H, Maia, Annie, Nathan S</td></tr><tr><td>Wednesday, 1.30pm</td><td>Brogan, Cameron, Dougal, Nathan B</td></tr><tr><td>Thursday, 12.30pm</td><td>Neda, Evie R, Ben, Reece</td></tr><tr><td>Thursday, 1pm</td><td>Lauren, Logan, Liam, Amy</td></tr><tr><td>Thursday, 1.30pm</td><td>Jack, Ethan, Lena, Jasmine</td></tr></table>			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
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