



Primary 6 Learning from Home Plan

Week Beginning: 27.04.20

	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 practise the computing skill of decomposition – breaking down a complex sequence into simple parts.</p> <p>Activity: Watch these films on Tutting. https://www.youtube.com/watch?v=cBu3mTyjqho https://www.youtube.com/watch?v=TbBqtuYvags Now design your own Tutting sequence, as long and as complex as you like. You'll need to break it into its parts to learn it so write down the parts. You can use the sheets from the school website or design your own. If there are repeated parts, use a Repeat command, rather than writing it all out again. If you design a great sequence, why not video it and send it to me.</p>	<p>OLI: To look on the Bright Side. To think about hope.</p> <p>Activity: I'm so glad we read 'Holes' this year, and 'There's a Boy in the Girls Bathroom' When you spend your whole life living in a hole, the only way you can go is up. Bad Times Don't Last. Have you ever been in a situation you didn't like and thought it would never improve, but it did? Write a hundred words about how Stanley Yelnats' or Bradley Chalkers found their lives turned around (or use another example, maybe yourself).</p>
Tuesday	<p>OLI: To gather information and present it in attractive format. To use descriptive language.</p> <p>Activity: It's a little cooler now, but still bright, so get outside in a sunny spot and conduct a butterfly/moth survey. We can use this as evidence towards John Muir awards. Spend half an hour in the garden or other outside space (farmers, we're jealous) and record by tallies how many butterflies and moths you see (there is an id guide in the P6 section of school website). Present your findings in a neat table. Draw and describe one butterfly or day-flying moth you observed.</p>	<p>OLI: To investigate the number pattern – square numbers.</p> <p>Activity: Using a calculator or your table knowledge, write down the first 12 square numbers, e.g. $1^2 = 1 \times 1 = 1$, $2^2 = 2 \times 2 = 4$, $3^2 = 3 \times 3 = 9$ Write six true and six false statements about square numbers, e.g. 80 is a square number, 9^2 is 99, the number after 49 in the sequence is 64, etc Extension – Using a calculator, work out which year, closest to 2020, is a square number. Start with 40×40, then 41×41 and experiment!</p>	<p>OLI: To consider similarities and differences between animals and to give reasons for classification.</p> <p>Activity: Look at the document – Animal Pictures. If you can print it, do so – otherwise take a note of the animals. In your jotter, create a tree, using yes/no answers, like the one in Classification Tree so that each animal is in a category of its own at the bottom. You can stick in the pictures or draw your own.</p>
Wednesday	<p>OLI: To read with accuracy and flow. To consider a character's point of view.</p> <p>Activity: Read chapter 4 of the text I placed in your home learning pack. Recount events in your own words – maximum 75 words. Now imagine one of the characters from your book and place them in a different situation – another time or place, maybe this one. Write 75 words, from their point of view – first person, so me and I- to explain how your character would manage. If you want to write more and make it a story, feel free.</p>	<p>OLI: To investigate the number pattern – triangular numbers.</p> <p>Activity: If you can, print the sheet iso-dot-1cm and use that to draw a triangular number pattern. Don't worry if you can't. Here's how to make the pattern. $0+1=1$ $1+2=3$ $3+3=6$ $6+4=10$ etc Write out (or draw and write) the first 12 numbers. Extension – A patio has triangular slabs arranged to make a larger triangle shape. If the first row has 5 slabs, how many slabs are there altogether? What if the first row has 15 slabs?</p>	<p>Art lesson from Mrs Boyd, please find more information here: https://www.breadalbane.pkc.sch.uk/art-resources/</p>

Thursday	<p>OLI: To produce a short, polished piece of writing, following the rules given.</p> <p>Activity:</p> <p>You will need an internet enabled device, your jotter, a pencil and the literacy mat from your pack (or the school website). Go to teams, then assignments and follow the instructions for Day 1. Good luck and don't stress.</p>	<p>OLI: To investigate the number pattern- cubed numbers.</p> <p>Activity:</p> <p>If you can, watch this BBC video. It will help you to visualise cubes.</p> <p>https://www.bbc.co.uk/bitesize/topics/zm982hv/articles/z7rk8xs</p> <p>You will probably need a calculator or a phone for this...</p> <p>Write down the first 12 cube numbers, e.g.</p> <p>$1^3=1 \times 1 \times 1=1$</p> <p>$2^3=2 \times 2 \times 2=8$</p> <p>$3^3=3 \times 3 \times 3=27$, etc</p> <p>Write six true and six false statements about cube numbers, e.g 24 is a cube number, 9^3 is 999, the number after 27 in the sequence is 64, etc</p> <p>Extension If 4^2 means 4×4 and 5^3 means $5 \times 5 \times 5$, what do you think 8^4 means? 6^5?</p>	<p>OLI: To learn about the Linnaean system of classification.</p> <p>Activity:</p> <p>Watch this clip, if you can.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j</p> <p>Otherwise, research Carl Linnaeus online. Discover the Latin (or Linnaean) names of some plants and animals you might find around here and record them in your jotter. Do you recognise any English words in the Latin names? Underline them. You can extend the activity by looking at the Linnaean Classification document and finding the names of the organisms there.</p>														
Friday	<p>OLI: To proofread and edit a document, finding mistakes and fixing them and replacing the dull words with better ones.</p> <p>Activity:</p> <p>Go to teams, assignments and type up your writing from yesterday, tidying and improving as you go. Submit it to Teams and I will mark it next week. Good luck and don't stress.</p>	<p>OLI: To investigate the number pattern – Fibonacci sequence</p> <p>Activity: Remember the Fibonacci sequence? It begins 1,1,2,3,5,8.... To find the next term (number in the sequence), you add up the two before, so $1+1=2$, $1+2=3$, $2+3=5$, $3+5=8$</p> <p>Write down the sequence, going as far as you can mentally. Write a few sentences about where the sequence is found in nature. (You might need to research online, if you can't remember)</p> <p>Extension – Write a Fibonacci Poem – like this:</p> <table><tr><td>Slam!</td><td>1 syllable</td></tr><tr><td>Dunk!</td><td>1 syllable</td></tr><tr><td>Soaring . . .</td><td>2 syllables</td></tr><tr><td>I'm scoring.</td><td>3 syllables</td></tr><tr><td>Crowd keeps on roaring.</td><td>5 syllables</td></tr><tr><td>In my dreams I'm unstoppable!</td><td>8 syllables</td></tr></table>	Slam!	1 syllable	Dunk!	1 syllable	Soaring . . .	2 syllables	I'm scoring.	3 syllables	Crowd keeps on roaring.	5 syllables	In my dreams I'm unstoppable!	8 syllables	<p>Health lesson from Mrs Monroe, please find more information here.</p> <p>https://www.breadalbane.pkc.sch.uk/health-and-well-being/</p> <p>Gaelic lesson from Miss McPhie, please find more information here.</p> <p>https://www.breadalbane.pkc.sch.uk/gaelic-lessons/</p>		
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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. 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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