



Primary 5 Learning from Home Plan

Week Beginning: 20/04/20

	Literacy	Numeracy	Topic/ Other
Monday	<p>Learning Intention: I am developing my understanding of spelling rules.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Sumdog – Complete spelling challenge (Rouge -ea, Bleu -ew, Very – ee). • Topmarks – ‘look, cover, write, check’. Rouge & Bleu – Year 2; Vert – Year 3 &4. Select ‘Tricky Words’ and complete one of the tricky words lists. <p>Spelling word list on Teams – P5 – Literacy – Files or on the school website.</p>	<p>Learning Intention: I can identify lines of symmetry on 2D shapes.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Topmarks – Daily Ten. • Cubes & Pyramids – SHM4, P94, Q1-3. <p>Cones – SHM5, P105, Q1-3.</p>	<p>PE to stay fit and healthy Complete Joe Wicks PE Workout Live at 9am or on you tube</p> <p>Learning Intention: I am learning to share my feelings with others.</p> <p>Activity: Easter holidays are now over; but with nowhere to go or people to see:</p> <ul style="list-style-type: none"> • Write about in detail: <ul style="list-style-type: none"> ➤ How it felt at the start of the holidays knowing you couldn’t go out? ➤ Did these feelings change as the holiday went along? <p>How do you feel now that we are back to work again?</p>
Tuesday	<p>Learning Intention: I am learning to share my feelings with others.</p> <p>Activity: Using the questions from Monday:</p> <ul style="list-style-type: none"> • Interview the people in your house and write down their answers in full. 	<p>Learning Intention: to increase speed of recall in mental maths/ I can identify lines of symmetry.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Topmarks – Daily Ten. 	<p>Learning Intention: to identify and describe characteristics of habitats</p> <p>Activity: In your garden (where possible) look for habitats. Create a list of the types of habitats you find ie tree, hedge, flower bed. Turn your list into a table with three</p>

	<ul style="list-style-type: none"> ➤ How do yours and others' feelings match or differ? ➤ Can you invent an emoji for how each member of your family is feeling this morning? Draw them in your jotter, colour them in and label them with the family member's name. <ul style="list-style-type: none"> • Complete a Spelling Challenge 	<ul style="list-style-type: none"> • Complete Sumdog activities. 	<p>columns. First column = Habitat; Second column = Condition; Third column = Organism; for example:</p> <table border="1" data-bbox="1581 196 2152 381"> <thead> <tr> <th>Habitat</th> <th>Conditions</th> <th>Organism</th> </tr> </thead> <tbody> <tr> <td>Log pile</td> <td>Dark, moist, shaded, cool</td> <td>Woodlice</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Be careful not to disturb the inhabitants! If you don't see who is living there see if you can guess/observe for a few minutes.</p>	Habitat	Conditions	Organism	Log pile	Dark, moist, shaded, cool	Woodlice						
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<p>Wednesday</p>	<p>Learning Intention: to read for information (reading grid headings – Knowing/ Understanding/ Applying/ Analysing/ Creating/ Evaluation will define what the pupil is learning.)</p> <p>Activity:</p> <ul style="list-style-type: none"> • Read a chapter of a book then choose an activity from the Reading Grid (in pack). Colour the box and date it. Keep your activity/take a photo to share with us at a later date. • Complete a Spelling Challenge 	<p>Learning Intention: to increase in speed and accuracy in mental maths / to see patterns in numbers</p> <p>Activity:</p> <ul style="list-style-type: none"> • Daily 10 / whiteboard practise of fact families 😊***How are those times tables going?! ***😊 • Number Patterns – see document and complete on document or on printed document or write them out on your squared paper. Teams – P5 – Maths – Files or on the school website. 	<p>Learning Intention: to be creative</p> <p>Activity: Hopefully after your exploration yesterday you have seen some organisms in your garden/outdoor space. Today we would like you to get creative and make an organism – any insect / bug etc in any creative way you choose. Here are some ideas: paint a pebble; create an insect using sticks; take a photo; draw it with chalk on the pavement; do origami; make it with wire and beads... We look forward to seeing your creative organisms. Please share photos of them on Teams – P5 – Home Learning.</p>												
<p>Thursday</p>	<p>Learning Intention: I am working on how to use a dictionary correctly.</p> <p>Activity: Using a dictionary at home or using www.lexico.com (click on the dictionary button at the top left corner, complete the dictionary challenge sheet on</p>	<p>Learning Intention: to consolidate learning of the times tables: 2/5/10 should be very confident by now. 3/6/9 should be getting there so let's work on those today</p> <p>Activity:</p> <ul style="list-style-type: none"> • On your whiteboard practise your fact families for the: 	<p>PE</p> <p>Set up circuits for yourself (and your family) in a suitable indoor space / or in your garden.</p> <p>Create a table with the circuit activities on and Days 1-7. When you are ready time yourself – 1 minute for each activity. Count how many you do in a minute and put the</p>												

	<p>Teams - P5 – Literacy - Files and on the school website.</p>	<p>Spheres – 3/6 times table Cubes & Pyramids – 6/9 times table Cones – 4,6,7,8,9 times tables <i>Remember – a fact family has two x and two / - and only uses the same three numbers:</i> $6 \times 3 = 18$ $3 \times 6 = 18$ $18 / 3 = 6$ $18 / 6 = 3$</p> <ul style="list-style-type: none"> • Activity: topmarks.co.uk – Hit The Button – set this to your level by choosing the multiplication tables you would like it to test you on. Then try Coconut Multiples too. Then if you have time log into Sumdog and complete the multiplication activities set. 	<p>result in your table (just like we did in PE). Let's see if you improve each day you try it.</p> <table border="1" data-bbox="1581 193 2145 379"> <thead> <tr> <th>Activity</th> <th>Day 1</th> <th>Day 2</th> <th>Day 3</th> </tr> </thead> <tbody> <tr> <td>Star jumps</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Squats</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sprints</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>You can make up the other ones – try about 8-10 activities per circuit.</p> <p>*Remember to warm up and stretch before starting; drink plenty of water; be sensible and safe when doing the exercises.</p> <p>Try your circuits every day for the next week and see if you improve your fitness.</p>	Activity	Day 1	Day 2	Day 3	Star jumps				Squats				Sprints			
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<p>Friday</p>	<p>Learning Intention: to write a limerick</p> <p>Activity: Write a limerick like Matilda from Roald Dahl's book <i>Matilda</i>. Have a look at this sheet to help you. Remember to think about the syllables (clap out the sounds to help you). Try to write one as shown on the sheet, then try to write one about a member of your family or a friend or teacher. We look forward to you sharing your limericks with us on Teams. Sheet can be found on Teams – P5 – Literacy – Files or on the school website.</p>	<p>Learning Intention: to increase in speed of recall / to solve maths word problems using the four operations (+-x/)</p> <p>Activity:</p> <ul style="list-style-type: none"> • Daily 10 • See sheet on Teams – P5 – Maths - Files or on the school website. 	<p>Learning Intention: to create a bug house</p> <p>Activity: In an outdoor space, ideally your garden, see if you can gather natural materials/wood/stones etc (ask first) and make a bug house. See sheet for ideas on Teams - P5 – Home Learning - Files or on the school website.</p>  <p>Take photos of your creation and share them with us on Teams. Leave it in place and let's see who comes to stay at your bug hotel!</p>																

Notes from the teacher

Welcome back to 'school'! We hope you had a nice Easter break.

This term we will continue to email our weekly plan to parents. The plan and all resources can also be found on the school website and on Teams – P5 – under the different channels.

We love hearing from you on Teams and seeing what you have been doing. Going forward, if you could please message us questions or feedback, that way we can see how you are getting on and can help you with anything you need support with. If you can also take and upload photos of any creative work/attach a file to put in the Teams files or email to our GLOW emails, that would be great. For some literacy and numeracy work we are going to try using Assignments on Teams and will tell you more about that over the next few weeks.

We tried a class chat with those who were able to manage to get online, and will try this again each week to teach you or talk you through something. Look out for the meeting requests, which we will issue a couple of days beforehand. If you have your whiteboard and pen or a piece of paper and a pencil ready then we can ask you to write down answers and then discuss them with us. It is tricky with lots of us on at once so going forward we may split this into groups. These meetings are for our class members only (sorry!) and so please don't invite in any other people that you find on GLOW. Please mute your microphone when asked to and unmute to answer before muting again. This way we can manage to all be heard and to hear the teachers. Thank you for your understanding and helping up to work out how these things will work for us as a class.

Good luck with your work this week and remember, we are here to help so please just message us if you have any questions. We look forward to seeing some of your work and hearing about how you got on with your fitness circuits and bug house.

Mrs Seward 😊 and Mr Poole 😊