



Roseburn Primary P4 HOME LEARNING GRID Week 6

Issued Monday 11th May

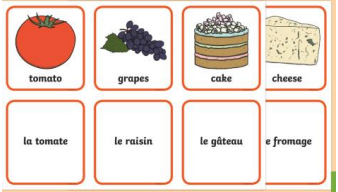
This School Closure Home Learning Grid will support learning for 1 week, this will be supplemented with additional resources as appropriate. Please note this is guidance and should be adapted and completed as appropriate to your home family circumstances. The children are invited to share their activities, via Twitter.

Please use the white board, jotter or paper provided for written tasks, photos, or create a log/diary of your activities..... it's up to you!

<p>Maths: Measure Intended learning: To tell the time using 12 hour clocks. To tell the time using an analogue and a digital clock. Activities:</p> <ul style="list-style-type: none">• Textbook – there are many pages (64 – 72) that can be used to revise telling the time. Pages 67 and 68 are particularly useful. You will find your textbook in your home learning pack.• Quarter past/quarter to and half past – less challenging worksheets if more appropriate.<ul style="list-style-type: none">- Maths Sheet 1- Maths Sheet 2• Topmarks – there are lots of fun games available on Topmarks including:<ul style="list-style-type: none">- Match the Times	<p>Maths: Number Intended learning: To apply strategies to determine multiplication facts. Activity: Look at the multiplication picture to remind you of some of the strategies you can use to determine multiplication facts.</p> <p>Multiplication Picture</p> <p>Use these strategies, if required, to solve multiplication facts in this game:</p> <p>Mental Maths Train</p> <p>If you are up for a challenge, why not try some of the multiplication lessons available on BBC Bitesize this week?</p> <p>BBC Bitesize Timetable</p>	<p>Literacy: Reading Intended learning: To show my understanding of a text by responding to different kinds of questions. To create some questions of my own.</p> <p>Activity: Read a chapter from the book you are reading or select a different FICTION text to read – for example, a playscript or a poem.</p> <p>Use the Bloom's Buttons that are in your home learning packs to create 5 questions about the text.</p> <p>Either write your answers down or discuss them with someone.</p> <p>Remember to keep reading for fun everyday!</p>	<p>Literacy: Writing Intended learning: To persuade my reader in different ways. Activity: Are there any unnecessary body parts? Make a list of any you can think of.</p> <p>Write a short paragraph about one of these body parts to convince your reader that it isn't necessary.</p> <p>We have learned to use different strategies to convince our reader in the past including:</p> <ul style="list-style-type: none">- Rhetorical questions – Are you sure you couldn't live without your toes? <p>Do you really...? Why not...? Who doesn't...?</p> <ul style="list-style-type: none">- Alliteration – Life would be better without terrible, tickly toes.
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<ul style="list-style-type: none"> - Telling the Time in Words - Time Word Problems (more challenging) 			<ul style="list-style-type: none"> - Facts – Your pinky toes are the smallest toes and they bear the least weight.
<p>Literacy: Listening and talking Intended learning: To make notes under given headings when listening and watching texts.</p> <p>Activity: Watch this video that explains how to keep your body healthy: Video - Keeping My Body Healthy You may have already watched this video if you have completed the topic activity.</p> <p>Make notes under appropriate headings. Possible headings may include:</p> <ul style="list-style-type: none"> · What is a balanced diet? · What are food groups? · What do the food groups do? 	<p>Modern Language Intended learning: To use and understand vocabulary for food and drink.</p> <p>Activity:</p>  <p>Create a matching pairs card game. Draw a picture of the food item on one card and write the name of the food on another card. Turn the cards upside down and then try to find the matching pairs.</p> <p>Alternatively, select an activity from the Modern Languages grid available in your home learning pack.</p>	<p>Health & Wellbeing Intended learning: To know that it is okay to experience disappointment, difficulties and loss.</p> <p>Activity: Big Feelings</p> <p>Recall some 'big' feelings that you know or have felt, for example frightened or anxious.</p> <p>Make a list of these feelings. Which facial expressions might people make when they're feeling like this? How might body language change?</p> <p>Next, talk about when people may feel like this.</p>	<p>Topic Intended learning: To discuss what we need to do to keep our bones and organs healthy.</p> <p>Activity:</p> <p>Watch this video which explains how to keep your body healthy: Video - Keeping My Body Healthy You may have already watched this video if you have completed the Listening & Talking activity.</p> <p>People's diets differ, for example a baby's diet is different to that of an athlete. Why do you think this is?</p> <p>Create a meal plan that includes breakfast, lunch and dinner for someone of your choice. It may be for you, for an athlete or for an older person!</p>



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Literacy: Spelling

Intended learning:

To use my knowledge of letter patterns to spell unfamiliar words.

Spelling pattern: oi

Spelling words

Activity:

1. Use the sound chart to identify which sound the pattern 'oi' makes.
2. Select 3 words and practice dotting and dashing your words. Remember, one letter one sound = a dot, two letters one sound = a dash. We have done this many times in school.
3. Select an activity to practice the spelling pattern or design one of your own:
 - Backwards writing – write your words out forwards then backwards.
 - Join the Dots – Write your words using dots. Join the dots together at the end.

Expressive Arts: Art

Intended learning:

To create an image showing the human internal organs.

Activity:

1. Look at images of the human organs to decide what you need to include. This video will help: [The Major Organs](#)
2. Choose media that you have available to work with – junk, wool, paper, coloured pencils, plasticine...anything goes. You could even try placing different clothes on the floor!
3. Create an image – it can be a small drawing or a life size collage! Remember – this task is Art-based! It does not need to be exact – just be creative and have fun!

Technologies: Food for Thought

Intended learning:

To use a range of simple food preparation techniques when working with food.

Activity:

This week, we will focus on **peeling**.

How many foods can you think of that need to be peeled?
Which foods can you peel using just your hands?

An adult may help you to use a peeler to peel some vegetables. Be careful as they are sharp!



Top Tips:

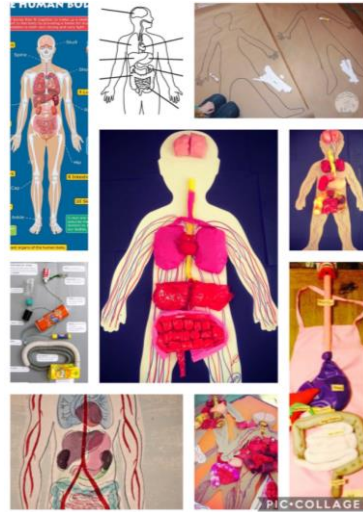
Children should be taught to peel away from themselves while using a peeler. With long foods, such as carrots, they should hold one end and peel



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- Alphabetical order – write your words in alphabetical order.

4. Please share your work with us by email or Twitter – we'd love to see it!



from the middle away from themselves and then hold the peeled end and repeat the same process.