



Roseburn Primary P4 HOME LEARNING GRID Week 7

Issued Monday 25th 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!

Maths: Number

Intended learning:

To understand how a single item can be shared equally.

To understand the notation and vocabulary associated with fractions.

To know where simple fractions lie on the number line.

Activities:

- Watch and read the 'Introduction to Fractions' on BBC Bitesize.

[BBC Bitesize - Introduction to Fractions](#)

Finding a fraction of an amount:

Most children will benefit from using either counters or their knowledge of multiplication facts to find a fraction of an amount.

- **Textbook** - Use your understanding of division to find halves and quarters on page 60 of your textbook.
- **Worksheets:**
Fraction of an Amount 1 – This sheet is a simpler way of finding a fraction of an amount and uses pictures to support learners: [Fraction of Amount 1 Sheet](#)

Literacy: Reading

Intended learning:

To share my thoughts about characters.

Activity:

This week, we will focus on discussing your thoughts about the characters in the book you are reading for enjoyment. You could also use a character from a film or TV show that you enjoy.

You will need the 'Character Questions' sheet and the dice from your home learning pack. Roll a number to select a question. Repeat this a few times.

[Character Questions](#)

You can either discuss your answers with someone in your home or write your answers down in sentences.

Literacy: Writing

Intended learning:

To describe and share my experiences and how they made me feel.

Activity:

Personal writing helps people imagine what an experience was like. It is a way of retelling an important event or describing an experience that you have had.

Write about a time when you experienced a rush of emotion. Think about the following things:

- What could you see?
- What could you hear?
- Who were you there with?
- How were you feeling?

To be successful, try to:

- Write in a logical order (a sensible order)
- Use appropriate vocabulary to describe feelings and thoughts
- Describe events



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| <p>Fraction of an Amount Maze – The first maze will be most appropriate for most learners. The second and third maze are beyond what we would expect at P4: Fraction of Amount Maze</p> <p>Fraction of Amount Challenge – This is a more challenging tasks for children who are particularly confident finding a fraction of an amount. This will be too challenging for many of the children and that is okay! Fraction of Amount - Challenge</p> <p>Fractions on a number line:</p> <ul style="list-style-type: none"> Watch the video about placing fractions on the number line - Fractions on the Number line Worksheets: <ul style="list-style-type: none"> Fractions on Number Line - easier Fractions on Number Line 1 Fractions on Number Line 2 | | | |
| <p>Literacy: Listening and talking Intended learning: To identify the main ideas of a text as I listen and watch.</p> <p>Activity: Watch this video about bees. Why Are Bees So Important?</p> <p>Can you recall three interesting facts from the video? Share them with someone at home or with me on Teams!</p> | <p>Modern Language Intended learning: To use and understand vocabulary for clothes.</p> <p>Activity: Try using the vocabulary you learned last week to explain what you are wearing.</p> <p>Use – 'Je porte' which means I am wearing.</p> <p>For example:</p> | <p>Health & Wellbeing Intended learning: To know which tools can help me look after my mental health and wellbeing.</p> <p>Activity: Think about a time when someone may be experiencing difficult or challenging feelings.</p> <p>Draw a treasure chest and fill the chest with strategies that you think would help the person to feel better.</p> <p>You may use words, descriptions or pictures.</p> | <p>Topic Intended learning: To make use of computational thinking concepts to explore processes in the world around me.</p> <p>Computational thinking is about learning to solve problems, with or without a computer. This 'quick guide' provides more information about computational thinking and why it is important.</p> <p>Quick Guide</p> <p>Activity:</p> |



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| | <p>Je porte une robe – I am wearing a dress.</p> <p>You may wish to put on a fashion show in your house. Tell someone what you are wearing using, 'Je porte' and the correct clothing vocabulary.</p> <p>Video - clothes in French</p> | | <p>If you would like to develop your computational thinking skills, you can try coding projects online. Try to complete some of the Scratch activities on Code Club:</p> <p>Code Club - Scratch</p> <p>Computational thinking skills can also be developed without the need for screen time. There are many activities to choose from on the Barefoot Computing website. I particularly like the 'Going Wild' activity. It may bring back 'Bee Musical' memories and could also be completed outdoors!</p> <p>Computational Thinking Activities</p> <p>There are also lots of 'mini missions' available to build computational thinking skills.</p> <p>Mini Missions</p> |
| <p>Literacy: Spelling Intended learning: To use my knowledge of letter patterns to spell unfamiliar words.</p> <p>Spelling pattern: ou</p> <p>Spelling Words</p> | <p>Expressive Arts: Art Intended learning: To respond to the work of artists by discussing my thoughts and feelings.</p> <p>Activity:</p> <p>Art Activity</p> | <p>Technologies: Food for Thought Intended learning: To use a range of simple food preparation techniques when working with food.</p> <p>Activity:</p> | |



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| <p>Activity:</p> <ol style="list-style-type: none">1. Use the sound chart to identify which sound the pattern 'ou' 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 practise your words:<ul style="list-style-type: none">- Create a word search.- Write sentences including your words.- Create a list of as many other words you can think of with this week's sound and letter pattern in them.- Create an activity to learn your words. | | <p>This week, we will focus on grating soft foods. This could include cheese, cucumber or cooked potato.</p> <p>Remember, you do not have to grate every bit of the food. It may be best to leave a small chunk at the end to hang on to. This means that fingers are not pressed against the grater.</p> | |
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