



Roseburn Primary School: Edinburgh Learns @Home

Week 1 Home Learning for Primary 5



Literacy and English Read for 20 mins each day. Using the book you are reading, summarise in a few sentences the main idea of the book. Then, choose 5 key details or quotes from the story that show this is the main idea.	Numeracy and Mathematics - Number Puzzle Pick a 2-digit number e.g. 72. Write the number in 10s and 1s in different ways e.g. 72 is 7 tens and 2 ones, 5 tens and 22 ones, 1 ten and 62 ones etc. Challenge: Can you describe a 3-digit number in different ways?	Health and Wellbeing Create your own 'home school' timetable – decide which activities to do each day and when. Include non-school activities such as lunch, TV time, board games and chill time.
Literacy and English Write a letter to your favourite character in the book you are reading/TV show you are watching. Ask them 3 interesting questions about themselves. Tell them 3 interesting things about you. Remember how to structure a letter properly, including your address, date, Dear ..., text in paragraphs, Yours sincerely.	Numeracy and Mathematics – 10s and 100s Pick a 3-digit number, e.g. 142. Write down the number which is 10 more, 10 less, 100 more and 100 less than your number. Challenge: Can you find 20 more, 20 less, 40 more, 200 more, 200 less than your number etc.?	STEM Hold on to Summer by making Crystal Sun Catchers: https://babbledabbledo.com/science-kids-crystal-suncatcher-craft/ (Epsom Salt is the only material that you might not find around the house- it also works brilliantly in the bath to soothe aching muscles.)
Literacy and English Design a poster about your favourite hobby. The aim of the poster is to share information about the skills you can learn and the benefits of having this hobby. For example, baking, football, dancing, singing etc. Remember to include a heading, pictures and key words/statements.	Numeracy and Mathematics - Counting Out Loud Choose one of the following times tables – 2, 3, 4, 5, 10. Count forwards up the times table e.g. 2, 4, 6, 8, 10, ... and then backwards to get back to where you started. Challenge: Can you do the same for any of the other times tables? can you go beyond the 10 th number?	Expressive Arts Create a playlist of your top 10 favourite songs of all time. List the artist and the title. Write a reason why you like each song (the music, the voice, the lyrics, the instruments used...)
Literacy and English Apostrophes - When do we use apostrophes, how do we use them correctly? This week we learn how to use them in 'contractions'. Complete the worksheet to practise this skill.	Maths and Numeracy - Symmetrical Picture Fold a piece of paper in half. On one half draw a simple picture/shape. Now draw its mirror image on the other half so your complete picture is symmetrical. Challenge: Can you fold your paper into quarters, draw a picture in one section then draw your image in the other 3 sections so that all the folds are lines of symmetry?	Social Studies If you could avoid Covid by being somewhere else in Scotland, where would you teleport to? Think about how Covid spreads and how your chosen place could help keep you virus-free. Would you choose the top of a mountain or deep in a forest? Use a map to find somewhere in Scotland that would suit you and write down your plan of action. What equipment would you need to be able to stay there a week, month or year?



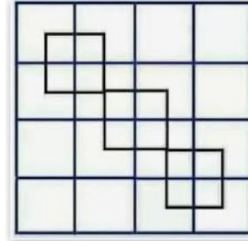
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Literacy and English

Similes – What are similes? Why do we use them in speech and writing? How do you compose your own? Complete the similes worksheet to practise and apply this skill.

Puzzle



How many squares can you see in this picture?

Health and Wellbeing

Write down and illustrate a food diary for the week. Use food labels to keep track of how much energy you are consuming (kcal) and compare it day on day. Use your diary to try something new that you wouldn't normally eat.



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Similes

A simile is a figure of speech that directly compares two different things. The simile is usually in a phrase with the words "as" or "like." Using similes in our writing helps to create greater description and imagery, both of which help to engage the reader.

Here are some examples of similes...

As flat as a pancake
As free as a bird
As clear as mud
As quiet as a mouse
As cold as ice

The place was like a ghost town
Life is like a box of chocolates
The sun was like a burning light bulb
Soaring like an eagle

Look at the phrases below. Have a go at completing the phrases to make them interesting similes.

The moon glowed like

Raindrops dripped down the window pane like

The air smells as fresh as

The rose petals are as delicate as

The surface of the water is as smooth as

The icicles pointed downwards like

Dewdrops glistened on the flowers like

The clouds are as fluffy as

The girl sang as sweetly as

The traffic moved as slowly as

Have a go at making up your own similes, using 'like' or 'as'



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Apostrophes

We use apostrophes to help us punctuate our writing so that it makes sense. Apostrophes have different uses. Today we will learn about how to use apostrophes in a **contraction**. A contraction is when two words join together to make a shortened version.

Look at these examples

you have	becomes	you've
I am	becomes	I'm
do not	becomes	don't

Notice how the apostrophe replaces the letter that is dropped when combining the words.

Have a go! Find the contracted version for each set below:

Did not	should not
It is	would not
We are	could not

Can you think of any other contractions in the English language?

Activity Two: Rewrite each sentence out, placing the apostrophe in the correct place to show a contraction of two words.

1) Theyre going to the cinema today.

2) Mary said, "Youve got a lovely house."

3) Mum told me Ive got to be home by 7.

4) Its cold outside today.

5) I told her I didnt do it.

6) We wont be coming for dinner after all.

Activity Three: Replace the underlined words in the sentences below with their expanded forms, rewriting the sentence out.

We're going into town later, so I'll buy some bread then. We won't be back late.



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Self-reflection Plenary

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select some self-reflection questions. You can look at them by yourself or, even better, discuss them with someone else.

	1	2	3	4	5	6
A	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?	Were there any tasks today that I found too difficult? What made it difficult? Did I give up straight away or keep trying?	Did I estimate correctly how long each task would take? If not did I under estimate or <u>over estimate</u> ?	Did I start with the easiest bits of the task or the hardest? Did I work through tasks in a specific order?	Did I try going back to a tricky task later and reading it again? Did it make a difference?	Did any of yesterday's tasks make more sense today now that my brain has had time away from it?
B	Which parts of today's tasks used knowledge I felt confident about remembering?	Which tasks had new learning in them? What did I learn?	Thinking of one of my tasks. Did I understand the concept that I was working on?	Did I find it easy to stay on task today? What helped/hindered this? Is it different depending on the task?	Can I think of ways to improve my motivation for tomorrow?	Do I need to practise anything to make tomorrow's learning easier?
C	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a <u>particular task</u> ?	How can I make sure I remember what I learned? What have I done in the past that has worked?	How long do I think I will remember what I learned? How could I check next week, next month?	Am I worried about anything after today's work? What can do if I am worried?