



Roseburn Primary School: Edinburgh Learns @Home
Week 2 Home Learning for Primary 5



Literacy and English Read for 20mins each day. Create a quiz about your book/text. Compose 10 questions, try to include different types of questions like... "why do you think the main character said...?", "What word does the author use to describe the villain...?" etc.	Numeracy and Mathematics - 2-digit Addition Write down two 2-digit numbers e.g. 27 and 41. Add them together to find the total. Can you do it again a different way to check your answer is right? Challenge: Can you add three 2-digit numbers together?	Health and Wellbeing Write down 6 different exercises on numbered pieces of paper e.g. (1) sit ups, (2) bunny hops, (3) press ups etc. Fold these up and put them in a bowl. Roll a dice to choose your first activity, then roll again to see how many reps to complete. Repeat for 15 mins.
Literacy and English Animal Fact File – create an information leaflet about your favourite animal. Use subheadings to organise your writing and graphics like Introduction, Habitat, Diet, Daily activities, Fun Facts, Quiz or Wordsearch.	Numeracy and Mathematics - Jumping Up Write down two 2-digit numbers e.g. 27 and 41. How much do I need to add on to get from the smaller number to the larger number (e.g. $27 + ? = 41$). Challenge: Can you use a different strategy to check your answers?	STEM With less sunlight at the minute, plants will struggle to grow. If you have a plant in your house, see what happens when you move it to a sunny spot or windowsill. Take particular notice of the leaves- try taking a photo each day to see the difference.
Literacy and English My favourite place – think about your favourite place to visit. Why do you like it? How do you feel when you are there? What do you do when you are there? Who else visits with you? What would you do if you couldn't go there? Write about your chosen place.	Numeracy and Mathematics - What's the question? Roll 2 dice to create a 2-digit number. How many sums, word problems and questions can you make for your number? Record in a mind map. Challenge: Can you try this task for a 3-digit number?	Expressive Arts Portraiture. Ask someone in your house to act as a model for you. Have them sit somewhere comfortable and ask them to stay as still as possible. Will you use paints, pencils or collage? Follow this link for pointers: https://www.art-is-fun.com/portrait-painting
Literacy and English Apostrophes – How do we use them correctly? This week we practise using this punctuation to show possession and ownership. Complete the apostrophes worksheet to practise this grammar skill.	Numeracy and Mathematics – Money Puzzle Find 1p, 2p, 5p, 10p and 20p pieces. Ask someone to play with you. One person puts some coins in their pocket and says, e.g., "I have 16p in my pocket and three coins." The other person must work out what the coins might be. Swap over and play again.	Social Studies What is your dream job? Take time to research the job and write down three skills you would need to do the job. Then write down what steps you can take so that you have those skills e.g. Job: Vet. Skill: understanding how the body works. Steps: study hard in sciences.
Literacy and English Metaphors – what are metaphors? Why do we use them in our writing? How are they different to similes? Complete the Metaphors worksheet to practise and apply this skill.	Puzzle What is the difference between the smallest 8-digit whole number and the greatest 7-digit whole number?	Health and Well Being Create a food diary for the week to track your energy consumption. If you already have one, look back and see if there is a meal that you could help cook. What would you change? Less broccoli? More broccoli?!



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Apostrophes

Today we will learn how to use apostrophes correctly to show possession and ownership.

Look at these examples.

Amy's ballet shoes.

The bird's nest.

The young boy's lego.

The car's engine.

To show possession, we add an **'s** on to the owner.

The book belonging to the teacher - The teacher's book.

Activity One: Rewrite each sentence, placing the apostrophe in the correct place to show possession:

- 1) This is Musas hat.
- 2) Andy likes to sit behind the drivers side in the car.
- 3) The ladys car had broken down.
- 4) Petes dog has been missing for two weeks.

Activity Two: Rewrite these sentences so that they use a possessive apostrophe.

- 1) The car belonging to Manal.
- 2) The house belonging to Steve and Amy.
- 3) A new book belonging to Farhan.
- 4) The photos that belonged to Mary.

Activity Three: For each sentence below, rewrite the sentence so the possessive apostrophe is used correctly.

- 1) Steves' car had gone missing.
- 2) Sarah's borrowed Davids ball.
- 3) Anna went to visit Mik'es house last week.
- 4) Andrew's house is next' door to Freddie's.
- 5) Amys picture's are hung on the wall.



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Metaphors

A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. Unlike a simile, where two things are compared using *like* or *as*, a metaphor's comparison is made by stating something is something else. A metaphor is very expressive; it is not meant to be taken literally. You may have to work a little to find the meaning in a metaphor.

Look at the these examples.

He was a lion in battle.
The striker was a goal machine.

The moon was a misty shadow.
Her tears were a river flowing down her cheeks.

Read the following metaphors. Think about their meaning and explain what the writer is trying convey/show....

for example...

She is a jack-in-the-box. *The writer is trying to show that the person is excitable and very active*

He had shoulders of steel=

The mountain was a God =

The sun was a pool of gold =

His teeth were blades =

The stormy ocean was a raging bull =

Hi temper was a volcano. =

Think.... what do you prefer to read in a book, a simile or a metaphor? Explain your reason...



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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?