



Date issued: **Monday 4th September 2023**

This home learning grid will last for 4 weeks and is due for completion by **Friday 29 September 2023**.

The focus for learning at home should be extra practise of learning from class and we have given some ideas for tasks below. Everyone should spend 20 to 30 mins a day **reading a wide variety of texts, learning spelling words** and **reinforcing maths facts**.

We acknowledge the importance of family time, and appreciate families need time outdoors, to enjoy the wider community and the environment. Home learning can be shared on Teams.

Numeracy & Maths In school...



We will be working on negative numbers, addition & subtraction, and shape.

At home...

Try to find three examples of negative numbers in newspaper articles.

Examples could include:

- weather reports,
- movements down league ladders (e.g. football ladders or music charts)

KIRFs:

Know all decimal number bonds to 1

Continue to practise times tables for speed and accuracy.

You can use [Sumdog](#) to practise at home.

Rigour Maths Calendars 1st – 3rd Levels for September can be found on Teams.

Literacy In school...



We will be learning how to use functional and persuasive writing to take notes and write about our European countries.

We will also continue to focus on:

Handwriting

Grammar/ Punctuation

Spelling

Reading - Novels/ Library books

Listening & Talking

At home...

- Read for 20mins each day
- AR Quizzes can be completed in class
- Log into [Spelling Shed](#), play the games in Stage 5
- Compare Edinburgh to the capital city you are studying
- Try [Green Pencil Award](#) – the deadline for entries is 20 October 2023.

Health & Wellbeing In school...



Building Resilience - Our focus is Unit 1: [Be Resilient](#).

Rights Respecting Schools - we will discuss and complete activities relating to Articles 24 and 26.

Global Goal Focus: #10 Reduced Inequalities

PE: Invasion games (netball/rugby/hockey/football)
Kit required **Wednesdays** and **Thursdays**

JASS: Please complete 8 hours of a sport or physical activity for your 'Get Active' section of the bronze JASS award and log it on your [eJASS](#) account.

*We are still awaiting log-in details for eJASS and will explain the whole process as soon as we have these available.

Other Areas of the Curriculum



In school...

Our topics for this term are:

Social Studies - Europe

Food Technology

In RME we will look at

Christianity/Judaism comparison of Birth/Marriage/Death customs.

Music & Art: European Artists and Musicians

French:

We are learning to speak about where we live.

News/Dates

- Wednesday 6th September - **Meet the Teacher** – 16:00-17:00. The same talk will be delivered at 16:00 and 16:30.
- Monday 18th September – Holiday
- Wednesday 27th September – Outdoor Learning Day @ Holyrood Park!
- Tuesday 3rd October – Flu vaccinations
- Thursday 5th/ Friday 6th September – Parent consultations

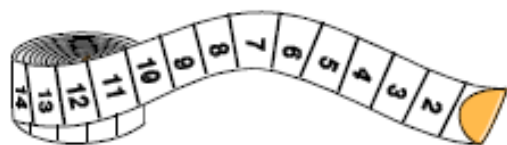


Key Instant Recall Facts

This half term your child is working towards achieving knowledge of KIRFs, indicated below.
The ultimate aim is for your child to be able to recall these facts *instantly!*

| | | | | |
|--|--------------------------------------|--|--|---|
| Know all number bonds for each number to 20 Green | Know all number bonds to 100 Blue | Know all decimals that total 1 or 10 (1 decimal place) Purple | Know all previous number bonds including decimals Lilac | Know the two place decimal complements of 1 Yellow |
|--|--------------------------------------|--|--|---|

Example of number bonds to 100:



I have a metre of string. I use 67cm to wrap my parcel.
How much string is left?

Well done, that was quick!

33cm are left!

All decimal bonds to 1:

| | | | | |
|-----|---|-----|---|---|
| 0.1 | + | 0.9 | = | 1 |
| 0.2 | + | 0.8 | = | 1 |
| 0.3 | + | 0.7 | = | 1 |
| 0.4 | + | 0.6 | = | 1 |
| 0.5 | + | 0.5 | = | 1 |
| 0.6 | + | 0.4 | = | 1 |
| 0.7 | + | 0.3 | = | 1 |
| 0.8 | + | 0.2 | = | 1 |
| 0.9 | + | 0.1 | = | 1 |
| 1.0 | + | 0.0 | = | 1 |

Example of decimal bonds to 10:

| |
|-------------------------------------|
| $6.2 + 3.8 = 10$; $6.2 + 3.8 = 10$ |
| so |
| $10 - 6.2 = 3.8$; $10 - 3.8 = 6.2$ |
| $4.9 + 5.1 = 10$; $5.1 + 4.9 = 10$ |
| so |
| $10 - 4.9 = 5.1$; $10 - 5.1 = 4.9$ |



Helpful hints for parents

- Create regular, short opportunities for rapid fire questions where an instant correct answer is required
- Use objects to consider the bonds in a practical way
- Look at the patterns with both objects and numbers e.g. as one number increases the other one decreases
- Practise with the numbers in order and chosen randomly - remember the aim is for the child to be able to respond immediately

Key vocabulary

How many more to make? altogether, make, sum, total, how much more is...than..., ...difference between

Make it real!

Jack has £1, he spends 30p. How much change does he get?



70p!

Are you sure?

Yes, the sum of 70p and 30p is 100p - that's £1

A bag of sugar contains 1 kg. If I use 340g how much will I have left?



660 grams!

How do you know?

The difference between 1000 grams and 660g is 340g.

A litre jug is filled with 0.25l of juice. How much more is needed to make a litre?



0.75 of a litre!

How did you work that out?

Because a quarter of a litre plus three quarters of a litre equals 1 whole litre.

Make it fun!

Call out!

Play number ping pong!

Start by saying 'ping', child replies with 'pong'.

Repeat and then convert to numbers i.e. say '0.3' and they reply '0.7' (decimal bonds to 1)

What's hidden?

There are 17 beans on this plate, I hide some under a beaker - how many have I hidden? (bonds for each number to 20)

Playing cards:

Remove picture cards and the 10s. Play snap treating each card as tenths. When you have a pair which total 1, shout snap and explain why e.g. $0.2 + 0.8 = 1$

Dice:

Roll two die treat them as the first as the tens digit and the second as the ones - ask how many more to make 100.

Dominoes:

Pick a domino from a set facing down. Choose one side to represent the whole number and the other side to be the tenth. Ask how much more to make 10.
e.g. picture shows 5.2, so 4.8 more makes 10.



Timed Games:

How well are you doing? How many questions can you answer in 2 minutes. Can you beat your own record?

Remember - a great place to think about capacity is in the bath!



| | | | | | | |
|---|--|---|--|---|--|--|
| Welcome back!! | 1 Which fraction is smaller: $\frac{1}{3}$ or $\frac{9}{12}$? How do you know? | 2 If $2p = 150$ what is the value of p ? What is the value of $10p$? | 3 Partition 654 in 3 different ways. | 4 What is 543,847 rounded to the nearest 1000? | 5 Which number is larger: 1387 or 1378? Describe how you know. | 6 What is 8×30 ? What other calculations give you the same answer? |
| 7 What's missing in this sequence: 10, 7, 4, 1, _____. How do you know? | 8 What is the product of 1, 50 and 0? What does product mean? | 9 What are the properties of a cube? Can you draw one? | 10 What is 2021 in Roman Numerals? | 11 What is the total of 3649, 485 and 974? | 12 Calculate 5×18 . Can you work it out 2 different ways? | 13 What is 3.4×10 ? How did you find the answer? |
| 14 What is the difference between 10589 and 3489 | 15 Is 6.3kg the same as 6300g? How do you know? | 16 Put these numbers in ascending order: 3498, 8934, 4398, 4983. | 17 What is the value of each of the digits in 19.587? | 18 What time is 16:40 in words? Can you draw it on a clock face? | 19 Find the total of 648, 639 and 403? Estimate the answer then calculate it. | 20 List all the prime numbers less than 50. |
| 21 Two thirds of a number is 66, what was the number? How did you work it out? | 22 Jake says, "A cube is the only shape with 6 faces." Do you agree? Why? | 23 How many ml in 3.1 litres? | 24 How many fifths are the same as 2? How did you work it out? | 25 Can you draw a regular and an irregular hexagon? | 26 What is $(4 \times 12) - (4 \times 10)$? | 27 What is 16×12 ? Can you work it out 2 different ways? |
| 28 If you have 4 coins, what different totals can you have? | 29 If $y = 0.5$, what is the value of z in ' $11y = z$ '? | 30 TRICKY QUESTION: How many days since the beginning of the year? | Have a go at each of the questions for every day in September. Can you draw your working out? Can you show it using a written method? Can you talk to someone about how you worked out your answers? | | | |



| 4 th September | 11 th September | 18 th September | 25 th September |
|---------------------------|----------------------------|----------------------------|----------------------------|
| -cial | -tial | -cial or -tial? | Challenge words |
| artificial | circumstantial | commercial | appreciate |
| beneficial | confidential | controversial | cemetery |
| crucial | essential | controversially | conscious |
| especially | impartial | financial | convenience |
| facial | influential | financially | environment |
| glacial | potential | initial | immediately |
| judicial | preferential | initially | language |
| multiracial | residential | palatial | sufficient |
| official | substantial | provincial | thorough |
| special | torrential | spatial | vegetable |



Parent & Carer Guide



**"A boat is safe in the harbour,
but that's not what boats are for."**

Anon.

Promoting Emotional Health & Well-being

Be Resilient

Resilience is a key factor in protecting and promoting good mental health. While we can't always predict what life throws at us, the good news is there are a range of different skills, strategies and resources that can help us to cope.

In this unit, pupils will be introduced to a character called Skipper. Skipper, is the captain of his boat that travels down the river of life, like everyone he goes through various ups and downs on his journey.



On his way, Skipper will introduce the children to ten things that help us to navigate the river of life and support the development of resilience. These things include the importance of positive relationships and role models, the development of good social and emotional skills, participating in activities, having hobbies and interests and a sense of meaning and belonging.

In this unit, we will be learning that:

- Everyone goes through ups and downs in their life
- We can learn to be more resilient
- Resilient people cope better with difficulties

Talk it Over:

Share with your child an example of when you have gone through a difficult time. How did you feel? Who or what helped you to get through it.

Family Task:

Create a poster of someone who has come through a difficult time. Label your poster with things that has helped them get through difficult times.

Key Book: 'Oh, the places you go' by Dr Seuss



Self-Care September 2023

MONDAY



4 Plan a fun or relaxing activity and make time for it

11 Make time to do something you really enjoy

18 Ask a trusted friend to tell you what strengths they see in you

25 Avoid saying 'I should' and make time to do nothing

TUESDAY



5 Forgive yourself when things go wrong. Everyone makes mistakes

12 Get active outside and give your mind and body a natural boost

19 Notice what you are feeling, without any judgement

26 Find a new way to use one of your strengths or talents

WEDNESDAY



6 Focus on the basics: eat well, exercise and go to bed on time

13 Be as kind to yourself as you would to a loved one

20 Enjoy photos from a time with happy memories

27 Free up time by cancelling any unnecessary plans

THURSDAY



7 Give yourself permission to say 'no'

14 If you're busy, allow yourself to pause and take a break

21 Don't compare how you feel inside to how others appear outside

28 Choose to see your mistakes as steps to help you learn

FRIDAY

1 Find time for self-care. It's not selfish, it's essential

8 Be willing to share how you feel and ask for help when needed

15 Find a caring, calming phrase to use when you feel low

22 Take your time. Make space to just breathe and be still

29 Write down three things you appreciate about yourself

SATURDAY

2 Notice the things you do well, however small

9 Aim to be good enough, rather than perfect

16 Leave positive messages for yourself to see regularly

23 Let go of other people's expectations of you

30 Remind yourself that you are enough, just as you are

SUNDAY

3 Let go of self-criticism and speak to yourself kindly

10 When you find things hard, remember it's ok not to be ok

17 No plans day. Make time to slow down and be kind to yourself

24 Accept yourself and remember that you are worthy of love



ACTION FOR HAPPINESS

Happier · Kinder · Together

