

Edinburgh Learns @Home
Week 1 Home Learning for Primary 6

<p>Literacy and English Read for 25 minutes each day. Choose one quote per day from your book/text that you like. Explain to a family member or write down why you like it and why it makes the story interesting.</p>	<p>Numeracy and Mathematics - Counting Out Loud Choose one of the following times tables – 2, 3, 4, 5, 6, 7, 8, 9, 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: How quickly can you complete each times table? Try to beat your best time. Challenge people in your family to a race.</p>	<p>Health and Wellbeing Plan a 30 minutes daily fitness timetable that you can do every day this week. It can be the same exercise activity every day or a different one each day.</p>
<p>Literacy and English – Be a Film Critic Think of a film you have recently watched and enjoyed. Complete a film review for this movie in the style of a film critic. Use the attached sheet to complete your review.</p>	<p>Numeracy and Mathematics - Making Numbers Roll a dice 3 times. Write down a number you can make. How many different numbers can you make? What is the largest possible number? What is the smallest? Challenge: Can you predict how many numbers you can make from 3 digits? Will it be fewer if 2 or 3 of the numbers you roll are the same?</p>	<p>STEM Create a Stop-Motion Animation. You could focus on lockdown or think big and imagine what life would be like on a different planet! The link below gives great tips on equipment and how to get started: https://tinkerlab.com/easy-stop-motion-animation-kids/</p>
<p>Literacy and English – Make a quiz about your favourite movie or book character. Compose at least 10 questions. You can write it down or make it here... https://www.quiz-maker.com/</p>	<p>Numeracy and Mathematics – Big Numbers Write down a number with up to 6 digits e.g. 74302. Can you say your number (e.g. seventy-four thousand, three hundred and two)? What is the number after and number before your number? Once you have done 5, order your numbers from smallest to largest. Challenge: Say your number to a family member and get them to write down what they hear. Did they write your number correctly? Now swap and get them to say their number to you.</p>	<p>Expressive Arts Look at the attached sheet and have a go at designing your own set of geometric and doodle patterns “Zentangles”. There are also YouTube clips you can watch which demonstrate different techniques. https://www.youtube.com/watch?v=s8PpYI3cPbE</p>



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<p>Literacy and English</p> <p>Game instructions - Design a set of clear instructions that teach people how to play your favourite game. Before you write, make notes while playing the game (if possible) so you don't miss out key info. Use the Game Instructions sheet to help organise your writing.</p>	<p>Numeracy and Mathematics – Telling the Time</p> <p>Look for the time in lots of places e.g. phone, TV, clock. Write the times that you see in 12-hour and 24-hour time.</p> <p>Challenge: Can you work out how long it is from one time that you record to the next?</p>	<p>Social Studies</p> <p><i>What's your opinion?</i> COVID-19 has had a negative impact on many areas of our lives. Consider the ones we have suggested on the attached sheet. Pick one area and ask your family what they think could be done to improve this. Record their opinions and your own on the sheet.</p>
<p>Literacy and English</p> <p>What is the difference between direct and indirect speech? How do we report what characters say in a variety of ways? Complete the attached worksheet to practise and apply this skill.</p>	<p>Puzzle - Dance Time!</p> <p>A dance teacher has 6 dancers in his group and he wants each dancer to dance with each other dancer once. How many dances will he need altogether? How many different couples will there be altogether? (HINT: Name your dancers A, B, C, D, E and F. Write out all the combinations)</p>	<p>Health and Wellbeing</p> <p>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.</p>



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Title

Genre and style of film

Summary of Plot

Star rating



Setting of film (place and time)

Main Characters and who stars in these roles?

Which character did I like the best and why?

What was the film production like? E.g. costumes, music, soundtrack, special effects, locations

Who would enjoy this film?



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Direct to Indirect Speech.

We can report what somebody says without needing to use speech marks. For example,

“I want to be a hero!” announced Ruskin.

becomes

Ruskin announced that he wanted to be a hero.

Notice these things:

1. You have to write reported speech in the past tense.
2. The word that is important.

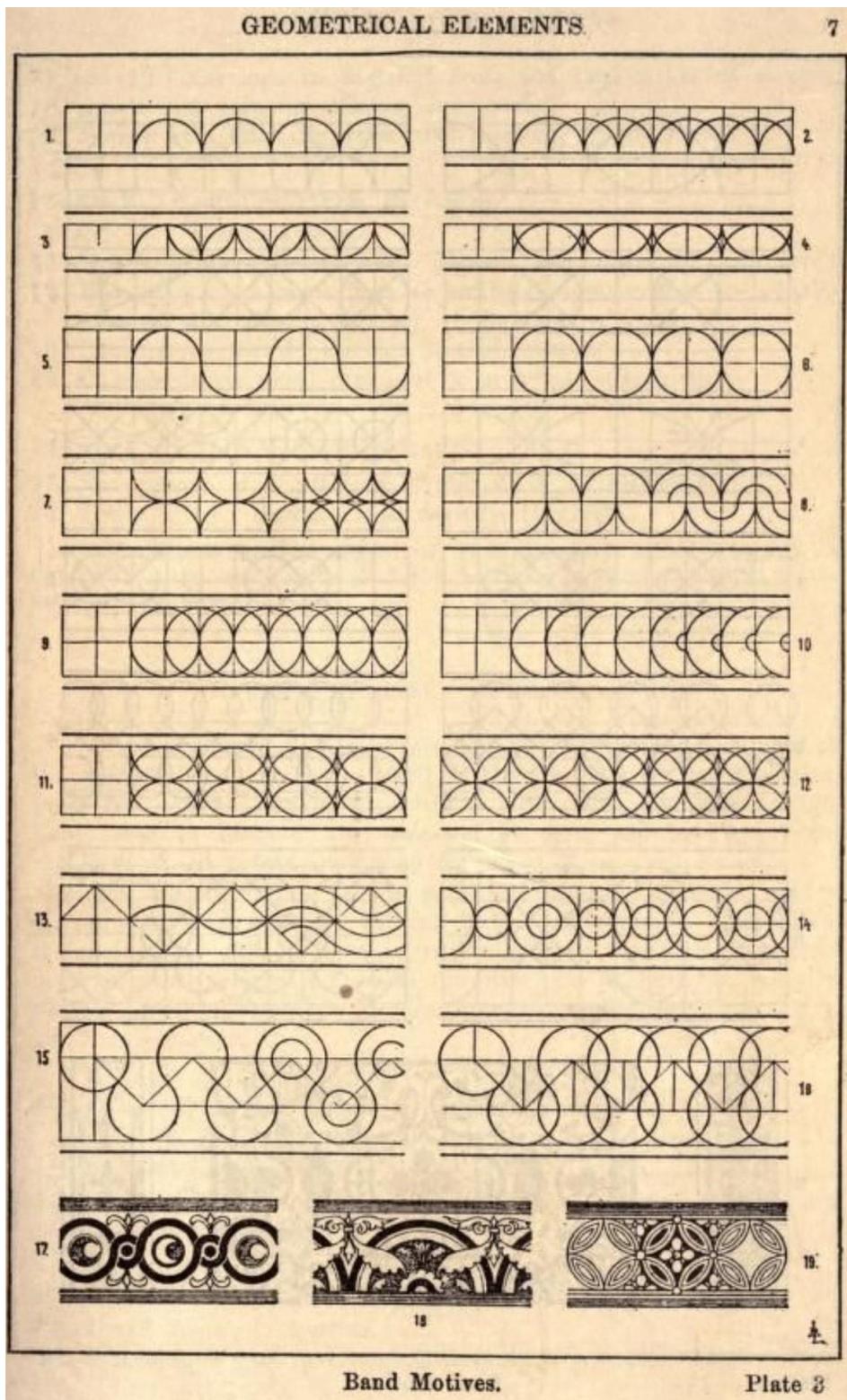
“I like your tie!” commented Hamza.

Hamza commented that he liked my tie.

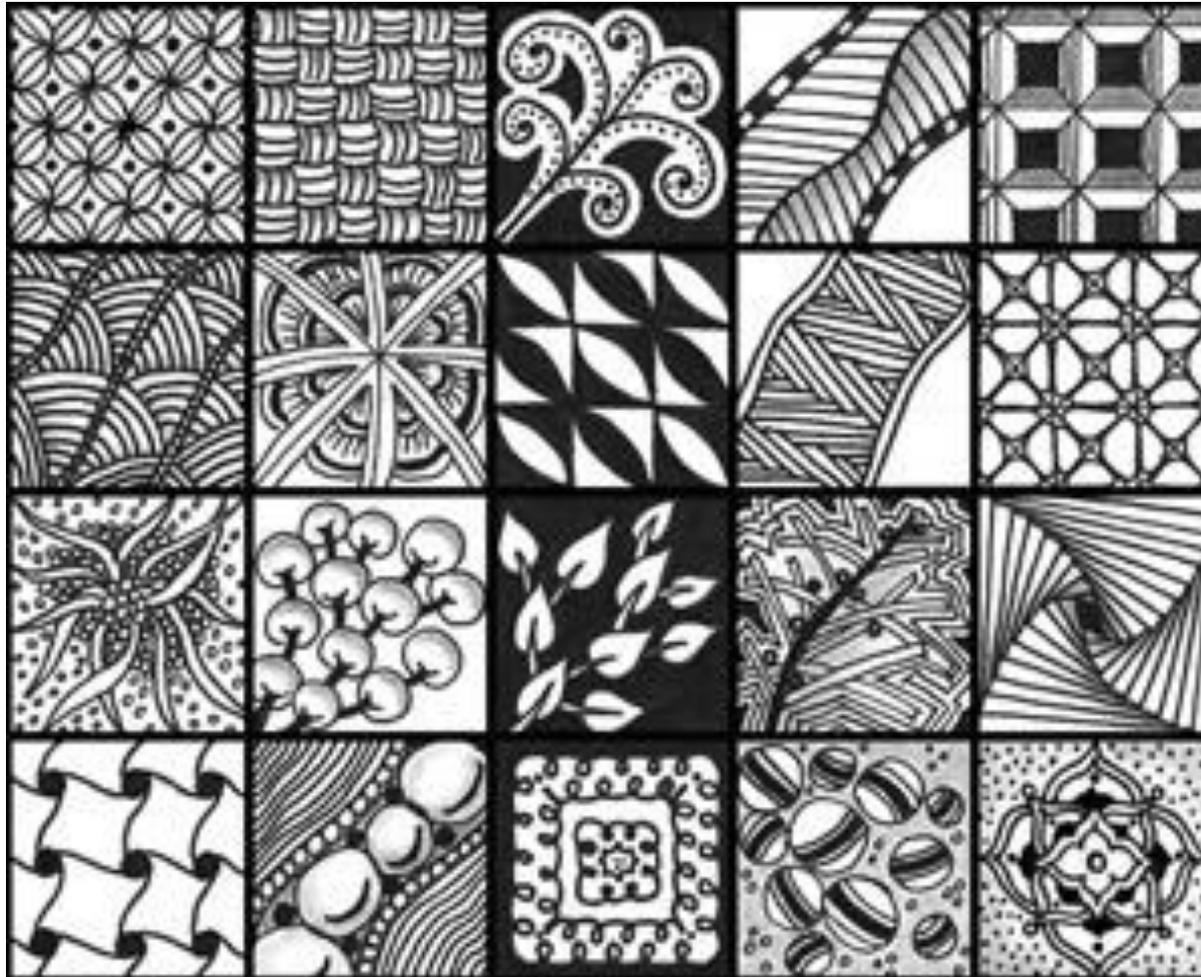
Change these examples of direct speech into reported speech.

1. “This work is easy!” exclaimed Zia.
2. “I want to go home,” pleaded Mr Staiger.
3. “It’s playtime,” announced Ms Foley.
4. “I know the answers,” Samantha whispered to Alisha.
5. “I want children to feel calm,” said the kind teacher.
6. “I’m too tired to carry on,” complained Andrew.

Now create some of your own. Look in a book you have read or are reading. Can you find some direct speech? Turn 3 direct speech examples into reported speech.



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Social Studies – What do you think?

- How has the closure of city centre offices and large numbers of staff working from home affected Cafes and small business in the centre of towns?
- How has the need for social distancing impacted restaurants, hotels and leisure centres?
- Which areas of our lives have had to change significantly due to the cancellation of large gatherings and guidance on maximum numbers of people being together at one time?
- What has been the impact on people who attend places of worship as part of their religious beliefs and faith?

Choose one of the questions and consider your own thoughts? Ask the people that you live with what they think and record their statements below.

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 over estimate?	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 particular task?	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?