**Home Learning Activities**

Week 6: W/B 4th May 2020

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| **Literacy** | **Numeracy** | **World Around Us** |
| 1. **Spelling activity:**

Practise your spellings using the spelling challenges. 1. **Grammar:**

WALT: Be able to use semi colons appropriately.Can you find examples of these in your reading book?A semi-colon can be used instead of a full stop between two related sentences. This links them together in a way a full stop doesn't. Watch video and complete quiz:<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs>**Activities sent via Seesaw**1. **Comprehension/ writing:**

WALT: Be able to read and answer questions about persuasive texts.Review PowerPoint and discuss features of persuasive writing. **PowerPoint and activities sent via Seesaw**1. **Reading**

-Continue with 20 mins reading each day:* AR Books
* Oxford E-books
* Collins Big Tree
* myON
* Libraries NI

- Record reading in H/W diary/AR record .-Complete AR tests -Listen to stories online  | **Mental Maths***Label activities daily- sheet has been sent home in poly pocket. One mental maths focus per week.*1. **WALT: be able to budget.**

What is a budget? Can you give an example of when we have a budget?<https://www.bbc.co.uk/bitesize/topics/z8yv4wx/articles/zs3b2nb>**Activities sent via Seesaw**1. **WALT: solve problems with a missing number.**

-Introducing the concept; Show a sum with a missing box. Get pupils to calculate it.Replace the box with a letter and ask pupils what the difference is. Write * 4 + m = 10
* m=6

Write a missing-number equation that has a calculation on both sides. Ask children to discuss and solve some different examples such as:m + 2 = 6 + 4 3 + 10 = s – 64 × 5 = c – 10 p + 10 = 90 ÷ 3.**Activities sent via Seesaw**1. **WALT: understand and interpret a Venn diagram.**

-Tune in: Recap on fields/records/databases. -Think, pair, share;what is a Venn diagram? What can it be used for? <https://www.bbc.co.uk/bitesize/clips/zhckq6f>**Activities sent via Seesaw**1. **WALT: recognise nets of 3D shapes.**

-Tune in: In pairs, write down as many 2D/3D shape names as possible -Think, pair, share;think of a 3D shape. Think of its properties and tell your partner/adult. Partner/adult has to guess the name of the shape. <https://www.bbc.co.uk/bitesize/topics/zt7xk2p/articles/z247tv4>Developing understanding using Food packaging Provide a range of boxes from food packaging. You will be able to find many examples of cubes and cuboids but try to find other shapes too (sweets and chocolate are often found in triangular prisms and pyramids). Discuss with children what the containers are used to hold and why they think the containers might be that shape. Discuss the 2D shapes you can see in the faces and ask them to sketch what they think the net might look like. (Record in Numeracy Book)Carefully take apart the packaging and compare the net with their sketches. Is it the same? If not, what is different? Did they include the correct shapes and number of faces but in a different arrangement? Repeat for different shapes and sizes. You may want to look at 3D objects which cannot be broken down into nets (e.g. drink or food cans) and discuss the faces, why they are used and what the benefits are of being that shape. **(VAK)**  **If completed, complete activity sent on Seesaw. (Extension Task)** | **Farm to Fork** Bread Production * Review PowerPoint Presentation: ‘From Field/Farm to Fork.’
* Pupil discussion- Pupils recall three new things they have learned.

 **Task:** Pupils will be given a set of bread production illustrations. The illustrations have been muddled up. Pupils will put them in the correct order and then write about the bread production process, using the word bank provided to help.**Activities sent via Seesaw****Science**Challenges sent via Seesaw during the week. |
| **Other****P.E.:**Go Noodle: online resource for brain breaksJoe Wicks morning workout on YouTube.**Art:** Project (deadline 15th May)Plan and make a creation using food packaging. For example: a collage, a model, a game, a picture. Send me your creations over Seesaw!**R.E.:**Login [***www.growinlove.ie***](http://r20.rs6.net/tn.jsp?f=001Y47ygDiudvHZ24MEVWVPIqf0n_jSDhLUOTIXhKjzKFyX8p4f8mY2MuwP8edsiogmjMV33ilJpfCl5O22GhMZUQy8vseYABqqxmD3eRIGlUW1ejtcKIJ2lwnOU0x9L2xE-adQ_GzlTvHFa8E7vwYkTcuH5HpIM-6u&c=NM0M2ixrhiqehkScUAGP0EYSh2rUrwZn8FWKBvxe61mrD4MLAwXYHw==&ch=vcjGE7yLOkM3guhbcaC37Vfi2X-4QddgActU9IwxqzVySGkClff4DQ==)*website:***Email:** trial@growinlove.ie**Password:** growinlovePrimary 6- Theme 9: The Pilgrim ChurchLesson 2: Our Lady of Guadalupe. Listen to songs. Follow pages 79-81 in E-Book.May is the month where we remember Mary, the Mother of God.Activity: create a May altar in your home. Send me a picture of your altar on Seesaw!**Tune into Kids Church on Friday at 1pm!****Homework:**Literacy homework book Day 101-104MA S3 T2 PA,B & CMental Maths label Spelling activities Reading |