

P5 Literacy – Week beginning 11th May 2020

Reading Focus

Aim to spend about 20 minutes a day reading (and more if you wish!).
Continue to take AR quizzes when you finish your book and keep an eye on how you are progressing towards your target. Enjoy!

Spelling Focus:

The 'shun' sound can be spelt in three different ways. Which one you use depends on the last letter or letters of the root word.

- If the root word ends with 'c' or 'cs' use the **-cian** suffix: magic - magician
- When the root word ends with 'd' or 'se' the suffix used is usually **-sion** : expand - expansion
- If the root word ends with 't' or 'te' use **-tion** : invent - invention

Can you think of any more?

Resources for 'shun' words:

<https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyv4qhv>

This resource has a short video and interactive activities based on 'shun' words.

Written Practice:

Choose pairs of rhyming words (such as musician and permission) and write a silly rhyming couplet with them. For example:

*I wanted to be a **musician**,*

*So I asked my mum for **permission***

Also – see activity below

Spellings

magician
invention
musician
permission
expansion
hesitation
discussion
extension

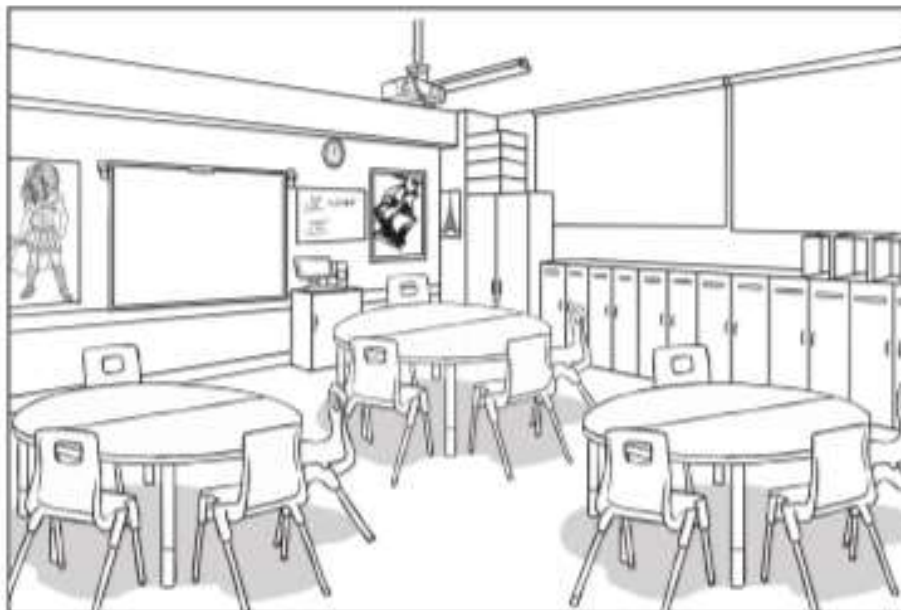
Spelling Sheet:

The 'tion', 'cian', 'sion', 'ssion' Word Endings

Read the text. Can you find any 'tion', 'cian', 'sion' or 'ssion' words?

Highlight or underline the 'tion' words in one colour and the 'cian', 'sion' and 'ssion' words in others.

Our school days are very busy. There is a lot to fit in every week. Our teacher encourages us to have discussions and ask questions during class sessions. She tells us we must pay close attention, as our education will give us a strong foundation in life. In literacy, we learn about fiction and non-fiction. On a Friday, we do dictation using words we have been investigating. In numeracy this term, we have covered addition and subtraction, angles, direction and fractions. Our teacher always provides extension tasks for fast finishers and when we finish a topic, we complete a booklet for revision. Last week, the teacher moved me to a new seat as the optician told my mum that I should be close to the board. In my new group, we are on a mission to win the Star Table Competition this month. There is always lots of tension before the teacher mentions the winners.



Grammar Focus: Adverbs

An adverb is simply a word that describes a verb (an action or a doing word).

- He ate his breakfast **quickly**.

The word '**quickly**' is an adverb as it tells us how he ate (the verb) his breakfast.

Where to place adverbs?

Adverbs can come before or after a verb.

- He '**quickly**' ate his lunch.
- He ate his lunch '**quickly**'.

Resources for adverbs:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>

This lesson includes:

- A video, interactive activity and quiz to help you learn all about adverbs

Creative Writing Focus:

- Visit the 'Fun Shed' page of the 'Literacy Shed':
- <https://www.literacyshed.com/the-fun-shed.html>
- Choose a theme that tickles your fancy (it could be 'Marshmallows, or 'Pigeon Impossible' or 'The Little Shoemaker' or any of the others!).
Read the background, watch the video for inspiration and then get writing! I'd love to hear your creations!

Newsdesk:

This is a fantastic resources for Literacy and World Around Us.

Check out the new articles on the C2k Newsdesk each day. You can comment on the articles that interest you and they will appear with your name and school for us all to see! Check your comment for spelling and punctuation before you submit.

You can also check out the 'School Reporter Section' and find out how to get your own report published on the Newsdesk. It gives tips and advice on writing your report. You should choose a topic of particular interest to yourself.

Grammar Sheet: Adverbs

Word Match Up Spelling Activity

1. Join up the two parts of the sentences with one of the words from the box down the side of the page.

Jake held up his certificate _____.

In the middle of winter, it can be _____ cold outside.

The moon shone _____ in the black velvet sky.

A _____ figure stood still in the churchyard.

The fan looked _____ at his idol on the stage.

_____, the clown had a big orange wig, huge blue shoes and a purple nose.

A strange looking ghost hovered _____ into the darkened room.

James waited _____ for his exam results.

The hikers walked _____ into the thick mist.

I'll _____ be going to the party if I start to feel better.

proudly

ghostly

blindly

bitterly

brightly

spookily

adoringly

amusingly

anxiously

certainly

2. Now choose 5 of the words. Write each word into a sentence below.

Don't forget capital letters and full stops!

P5 Maths – Week beginning 11th May 2020

Weight

Times Tables focus:

x9

Key Learning Points:

- Estimate and measure items
- Convert units of measure:
1,000grams (g) = 1 kilogram (kg)
- Reading scales accurately:
- <https://www.ictgames.com/mobilePage/mostlyPostie/index.html>

Developing understanding

Animal weights *computers with internet access* Children research the weights of various types of wild animal online. They make a list of animals along with their weights to the nearest appropriate unit. Groups discuss what this is (e.g. for a rabbit it may be to the nearest 100 g, but for a tiger it may be to the nearest 10 kg). They list the animals in order, from lightest to heaviest. They use these facts to help them estimate the weights of some other animals, for example, if a rabbit weighs 2–3 kg, a hare's weight might be estimated at 3–4 kg.

Too heavy, too light, just about right On the board write:

1 too heavy

2 too light

3 about right

Tell children you will read out some statements, and they should show one, two or three fingers to describe each statement. Read out statements such as these (include a range of units): *The apple is 4 g. The bag of sugar is 1 kg. The Prime Minister is 85 kg. The tin of beans is $\frac{1}{2}$ kg.* Discuss any statements which cause confusion.

Number Patterns

Success criteria

- I can recognise a pattern that goes up or down in equal steps
- I can continue a pattern with equal steps
- I can create my own pattern using addition and subtraction
- I can describe the rule of a pattern using addition and subtraction
- I can start from a given term in a pattern and work forwards or backwards

Quick practice



Thigh, clap, snap, snap Create a pattern by patting your thighs, clapping, then snapping your fingers on each hand. Start a pattern by giving the first two numbers of a sequence as you snap your fingers. Children work out the pattern and continue it on the following snaps. The speed can be varied if the pattern is more difficult to work out. Ask children to take over and lead the activity, making up their own patterns.

Make a mistake Write a sequence on the board that follows a pattern (depending how difficult you want to make it you can tell children the pattern or have them work it out). Make a mistake in one of the terms and have children try to work out which one is incorrect and what the correct term should be. After you model several sequences, children can then take turns to come to the front and lead the activity.

1.

Second Level • PPM 228 – M2.3b

Name

Estimating weights

1. Collect 8 objects and write their names in the table.
2. Estimate the weight of each object and write it in the table.
3. Weigh each object and write the weight in the table.
4. Work out the difference between each estimate and the actual weight.



Heinemann Active Maths Second Level Beyond Number PPM © Pearson Education Limited 2001

Object	Estimated weight	Measured weight	Difference
	kg g	kg g	
	kg g	kg g	
	kg g	kg g	
	kg g	kg g	
	kg g	kg g	
	kg g	kg g	
	kg g	kg g	
	kg g	kg g	



I can estimate and weigh objects

Measure: Understanding and explaining



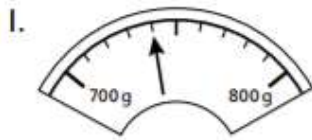
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Second Level • PPM 230 – M2.3b

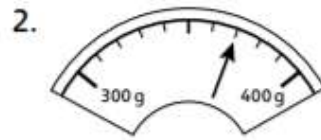
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Weighing scales

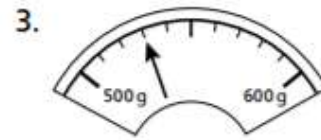
Write the weights shown.



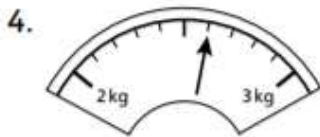
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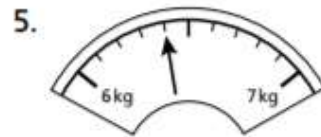
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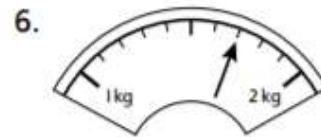
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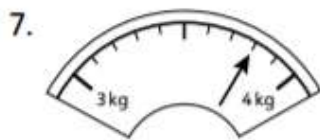
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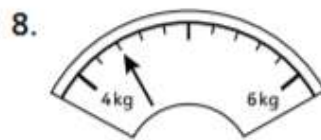
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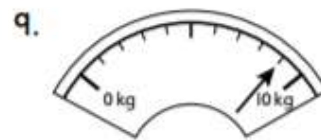
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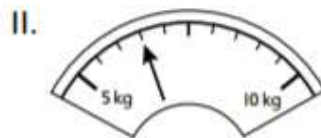
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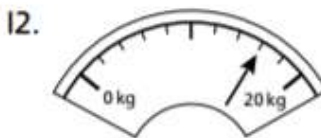
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I can read scales to measure weight

Measure: Understanding and explaining



3.

Stepping stones

1. Roll your dice and say the number.



Count on in steps of the number rolled until you complete the last stepping stone.

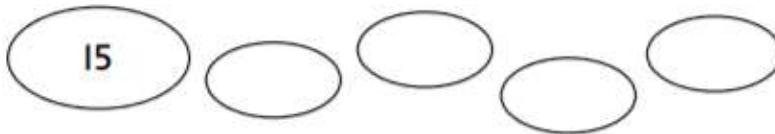
What rule does your pattern follow?

Start at:



Rule

2. Roll the dice again and write your new sequence on these stones.

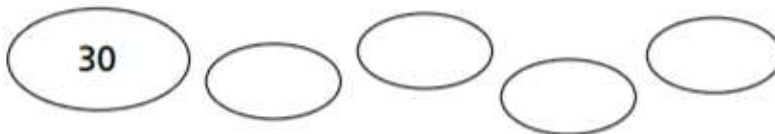


Rule

3. Choose a step size for these sequences.



Rule



Rule



Rule

4. Now make up two sequences of your own. You could choose your step sizes, or use two dice and use the total.



4.

Second Level • PPM 120 – AT2.1

Name

Number patterns



1. Complete the number sequences.

2	4	6	—	—	—	—	—	—
5	10	15	—	—	—	—	—	—
10	20	30	—	—	—	—	—	—
—	—	—	—	—	—	24	27	—
—	12	—	24	30	—	—	—	—
—	—	27	36	—	—	63	—	—
—	12	—	—	—	60	72	84	—
—	—	—	28	35	42	—	—	—
—	140	—	—	350	420	—	—	—
—	—	240	320	400	—	—	—	—

2. Make up an incomplete sequence of your own for a friend to try.

— — — — — — — —



I can complete a pattern which goes up or down in equal steps

Algebraic thinking: Experiencing



5.

Sequences

Write the next four numbers in each sequence.



1.

325	350	375				
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2.

85	80	75				
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3.

72	67	62				
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4.

35	50	65				
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5.

33	44	55				
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6.

22	29	36				
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7.

62	56	50				
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8.

$7\frac{1}{2}$	9	$10\frac{1}{2}$				
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9.

8	$7\frac{3}{4}$	$7\frac{1}{2}$				
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10.

$8\frac{2}{3}$	$9\frac{1}{3}$	10				
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11.

$12\frac{1}{10}$	$11\frac{7}{10}$	$11\frac{3}{10}$				
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12. On the back of your sheet make up two sequences of your own for a friend to continue. Each sequence must have four steps for your friend to complete. Then check their work.



I can continue a sequence that goes up or down in equal steps

Algebraic thinking: Experiencing



P5 (other subjects) – Week beginning 11th May

PE: Have a go at this game in your garden. See can you beat your parents! <https://youtu.be/gdBGyppKuB0>

World Around Us:

Thank you so much to all who have sent me your county projects so far. I am SO impressed!

Remember, you can send them to smcmullan185@c2kni.net when you're finished.

If you enjoyed doing this, why not do another project? This time, you could choose a **tourist attraction** near where you live, or maybe somewhere you have visited. For example, you could do a project on the North Coast, the Giant's Causeway, Carrick-a-Rede Rope Bridge, Belfast, or anywhere else that tickles your fancy! You could include some interesting facts from your research, some pictures and even any stories associated with that place.



STEM: (Science. Technology, Engineering and Maths)

Sentinus is posting a STEM challenge for primary schools every Monday, Wednesday and Friday for you to try at home. I cannot recommend this highly enough – there is so much learning to be gained from them.

They can be found on the Newsfeed of our website and also on the Sentinus page on Twitter/Facebook/Instagram.

Make sure to send me any pictures of tasks you complete and we will post them on the website!

Religion:

IN SCHOOL

THIS WEEK IN SCHOOL

You are invited to think about:

- The meaning of the symbols used in Baptism
- The baptismal promises
- Baptismal certificates and birth certificates

KEY WORDS

Sacrament: a sacrament is a special meeting with the Risen Jesus.

Grace: grace is the gift of God's love that comes to us through the sacraments.

Baptism: the sacrament through which people become members of the Christian community, the Church.

Satan: a fallen angel.

Sin: anything a person thinks, says, does or fails to do that spoils or breaks their friendship with God, other people and creation.

THEME 8: THE CHURCH IS A COMMUNITY OF BELIEVERS | LESSON 3

Baptism

ABOUT BELONGING

People need to belong. We belong to a family, to a school, to a group, to a community, to a club. We belong to God and we live in a faith community. Through Baptism people become members of the Christian community, the Church. Can you remember the symbols of Baptism? Do you recall what they mean when they are used during the celebration of Baptism?

Membership of most groups involves agreeing to and keeping certain rules or promises. When infants are baptised, the parents and/or godparents make promises on their behalf. When the baptised person is older, he/she can renew those baptismal promises. What are some of the things we promise to do when we renew our baptismal promises? Do you think it is a good idea to renew our baptismal promises? How can keeping our baptismal promises help us to be true followers of Jesus and true members of the Church?

The word 'Christ' is a special title given to Jesus. It means 'the anointed one'. Christians are followers of Christ.

ACTIVITY

- Think about the groups to which you belong. In pairs, record these groups and then chat about them with other children in the class. Which groups are the most popular?



ABOUT BAPTISM

Many people receive the sacrament of Baptism as infants. Adults can also receive this sacrament. What have you already learned about the Sacrament of Baptism? What have you heard about the day you were baptised? At Baptism a person receives a certificate. Have you a baptismal certificate? Have you any other certificates? Why does a person receive certificates?

ACTIVITY

- In your Religious Education journal record the symbols of Baptism and write down the words the priest says as he baptises a person: 'I baptise you in the name of the Father, and of the Son, and of the Holy Spirit. Amen.'

John the Baptist encouraged people to be baptised.

The Preaching of John the Baptist (Luke 3:3)

John went throughout the whole territory of the Jordan River, preaching, 'Turn away from your sins and be baptised, and God will forgive your sins.'

People began to wonder if John was the Messiah, the holy anointed one of God.

John Identifies his Role and the Role of the Messiah (Luke 3:16)

So John said to all of them, 'I baptise you with water, but someone is coming who is much greater than I am. I am not good enough even to untie his sandals. He will baptise you with the Holy Spirit and fire.'

Before Jesus began his mission he was baptised by his cousin John in the Jordan River. As Jesus emerged from the waters, he was blessed by God. He was filled with the Holy Spirit in preparation for his challenging mission to bring the Good News to all people.

ACTIVITY

- Reflect on your baptismal promises. Imagine you met Jesus at the baptismal font in your local church. With a partner, act out the conversation you would have with him about your baptismal promises.



Baptism of Christ by El Greco (1568)

FOR MEMORISATION

'I baptise you in the name of the Father, and of the Son, and of the Holy Spirit. Amen.'