



The activities in bold with an asterisk must be completed. All other activities are extension tasks. In addition, continue to discuss and read your reading book each week and revise the spelling the patterns on the reverse of this sheet (using ideas from the 'spell well activities' sheet) Pupils will have an opportunity to share their learning with other members of the class and display their work on the home learning wall on the dates highlighted below.

<p align="center">Block 1 Sharing of Learning Opportunity - Wkb 8th October</p>	<p align="center">Practise these activities throughout the month:</p>	<p align="center">Block 2 Sharing of Learning Opportunity - Wkb 29th October</p>
<p align="center">*HEALTH & WELLBEING*</p> <p><u>I am learning to recognise and apply skills from Handball</u></p> <p align="center">Reflect on your PE lessons and the Handball tournament</p> <ol style="list-style-type: none"> 1. What skills did you learn and use? Name at least 3 2. Where else might you use these skills? 3. How confident were you when using these skills? 4. What do you need to do next to improve on these skills? <p>Choose something from the WRITE section of the say, make, write do sheet (on website) to demonstrate recent learning in PE.</p> <p>Challenge: Write a letter to the PE Cluster group to explain the good things about the tournament and what could be improved.</p>	<p align="center">*Spelling*</p> <p>Complete Spell Well activities using spelling words overleaf.</p> <p align="center">Cool : -le (x2) , ou, ow Hot: ph, gh, ex, ear Spicy: cei/sc, c, -ous, ious</p> <p align="center">*Reading*</p> <p align="center">Read for Enjoyment every day. Why not try: Cogheart by Peter Bunzl</p> <p align="center">*NUMERACY - I am learning to recall all my multiplication and division table facts*</p> <p>Revise all your tables facts (including division) :</p> <p>Cool - focus on 3x, 4x and 6x tables Hot - focus on 7x, 8x and 9x tables Spicy - all multiplication and division tables</p> <p>Make sure that you practise division twice as often as you practise multiplication. Remember that counting in multiples is not the same as learning your tables, although it is helpful.</p> <p align="center">Some ideas to help:</p> <ul style="list-style-type: none"> • Chant your tables (e.g. '4 times 8 is 32) • Make x and ÷ cards to test yourself (one table at a time then mix them up) • Make dot cards to build up arrays for particular tables • Play some interactive games e.g. 'Hit the Button' • Ask an adult to test you (and time you) 	<p align="center">*MATHS*</p> <p><u>I am learning a variety of strategies to solve problems</u></p> <p>Can you make a booklet that explains your favourite strategies for adding, subtracting, multiplying and dividing?</p> <p>COOL: Show one strategy for each one HOT: Show 6 strategies in total SPICY: Show us all the strategies you know Challenge: Show what happens when you start multiplying and dividing using decimals, negative numbers or even negative decimals?</p>
<p align="center">**Respect for Oneself, Others, Learning and Opportunities**</p> <p><u>I am learning about the core values of respect</u></p> <p>Have a conversation with someone at home about what Pentland's value statement above means to you.</p> <p>You can choose how to demonstrate what you talked about - you could draw a picture, sing a song or come up with a quiz all about respect!</p>		<p align="center">WIDER ACHIEVEMENT JASS Silver</p> <p>Continue to work on your JASS Silver Award. Remember to ask your teacher or another adult at home if you need help or advice.</p> <p align="center">https://www.jassschools.org.uk/</p> <p align="center">Health and Wellbeing</p> <p align="center">I am learning what makes a resilient person</p> <p>Talk with someone at home about the resilient role model you chose to research. Explain how they have shown resilience.</p> <p>Challenge: Research another example of someone who has shown resilience, it could be a famous person or even someone in your family!</p>

