

## Contingency Learning Primary 4 Week 4

<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Listening and Talking-</b> create a news broadcast about your day/week to present to your family. Watch Newsround or the News at 6 to get ideas. Think carefully about how you are speaking and who your audience will be.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p>Stand opposite a partner and pass the ball or bean bag. As each player catches, they say the next number in the sequence. <b>Challenge:</b> instead of moving up in single numbers, can you move up in 4s/3s or count down instead?</p>	<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p><b>Gratitude Notes</b> - Call, text or write a short note to someone to thank them for something they have done to help you this year.</p>										
<p style="text-align: center;"><b>Literacy and English</b></p> <p style="text-align: center;"><b>Choose 8 or 10 spelling words</b></p> <p><b>Scrambled Words</b> - Fold a piece of paper three times lengthwise (making three long rectangular columns). Write your words in the first column. Then write them again with the letters all mixed up (scrambled) in the second column. Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.</p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p><b>Six Times Table Train</b> - Draw a long rectangle with 10 boxes.</p> <table border="1" style="margin: 0 auto; width: 100%; text-align: center;"> <tr> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> <td style="width: 10%; height: 20px;"> </td> </tr> </table> <p>Pick a number card (between 1-10), e.g. 3, and write the third multiple of 6 in the third box. Keep going until you have all the multiples of 6. You can do this for other multiplication facts too!</p>											<p style="text-align: center;"><b>STEM</b></p> <p><b>Breakfast is served!</b> – Have fun making these yoghurt pancakes</p> <p style="text-align: center;"><u>You will need:</u></p> <p style="text-align: center;">1 egg 2/3 cup plain yoghurt 2/3 cup milk 3/4 cup flour 2 Tablespoon maple syrup</p> <p>Mix all ingredients together until well blended. Cook on a hot pan. (Make sure to ask an adult for help).</p>
<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Remarkable Robots</b> - Design a robot to help you around the home. How big or small will it be? How will it help around the house? Remember to label any interesting features.</p> <p>Now create an attractive poster to encourage people to buy your robot. How much will it cost?</p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p>Choose an activity to work on from the ixl website. Follow the link below.</p> <p style="text-align: center;"><a href="https://uk.ixl.com/math/year-4">https://uk.ixl.com/math/year-4</a></p>	<p style="text-align: center;"><b>Expressive Arts</b></p> <p><b>Musical Ears</b> - Choose a song to listen to (or get an adult to choose one).</p> <ul style="list-style-type: none"> <li>• Draw a picture of what you think of</li> <li>• Write down some musical words about what you hear. Have a discussion about whether the music is fast or slow, if you can hear any singing etc..</li> </ul>										

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<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Reading</b> - Choose a book and read one or two chapters. Now close the book. Discuss with an adult what might happen next.</p> <p style="text-align: center;">Continue reading the story. Was your prediction correct?</p>	<p style="text-align: center;"><b>Numeracy and Mathematics</b></p> <p><b>Estimating the length using my hand span</b> - measure the length of your hand span using a ruler, e.g. 8 cm. Now use this to estimate the length of five objects at home and convert this to centimetres, e.g. the computer monitor is around six hand spans so it must be about 40 cm.</p>	<p style="text-align: center;"><b>Social Studies</b></p> <p><b>Research</b> - research your favourite animal/country/topic of your choice and write a fact file.</p>
<p style="text-align: center;"><b>Literacy and English</b></p> <p><b>Amazing Adjectives</b> – Adjectives are describing words. We use them to add details in our writing. Write 8 or 10 sentences using interesting adjectives. See the example below. Remember to underline the adjectives you used.</p> <p>The <u>small, shiny</u> beetle scampered down the <u>green</u> leaf.</p>	<p style="text-align: center;"><b>Problem Solving</b></p> <p><b>Three in a row</b> - The aim is to make a target number from three digits. You must think strategically to outwit your opponent. This is a two-player game.</p> <p>You will need: paper and pencils, two set of digit cards 1-9 ( you can make these with pencil and paper and then cut them out)</p> <p style="text-align: center;">What to do:</p> <ul style="list-style-type: none"> <li>• Draw a 3 x 3 square grid.</li> <li>• Shuffle the digit cards.</li> <li>• Take it in turns to place the digits 1-9 in the grid.</li> <li>• The only rule to keep in mind is that no one is allowed to open the game by placing 5 in the middle.</li> <li>• The first player to get 3 numbers adding up to 15 is the winner.</li> <li>• Play the game for an agreed number of times after which the player with the most points overall is the winner.</li> </ul>	<p style="text-align: center;"><b>Modern Foreign Languages</b></p> <p>Practise your colours by putting a handful of Lego or beads into a bag. Then choose one at a time and shout out the colour as fast as you can. You could even draw up a table with your colours as headers and sort your objects.</p>



## 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 <u>over estimate</u> ?	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 <u>particular task</u> ?	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?