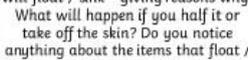


P7 Home Learning Thursday 11th March

STEM Challenge - Please pick two activities from the grid and send me pictures into Seesaw.

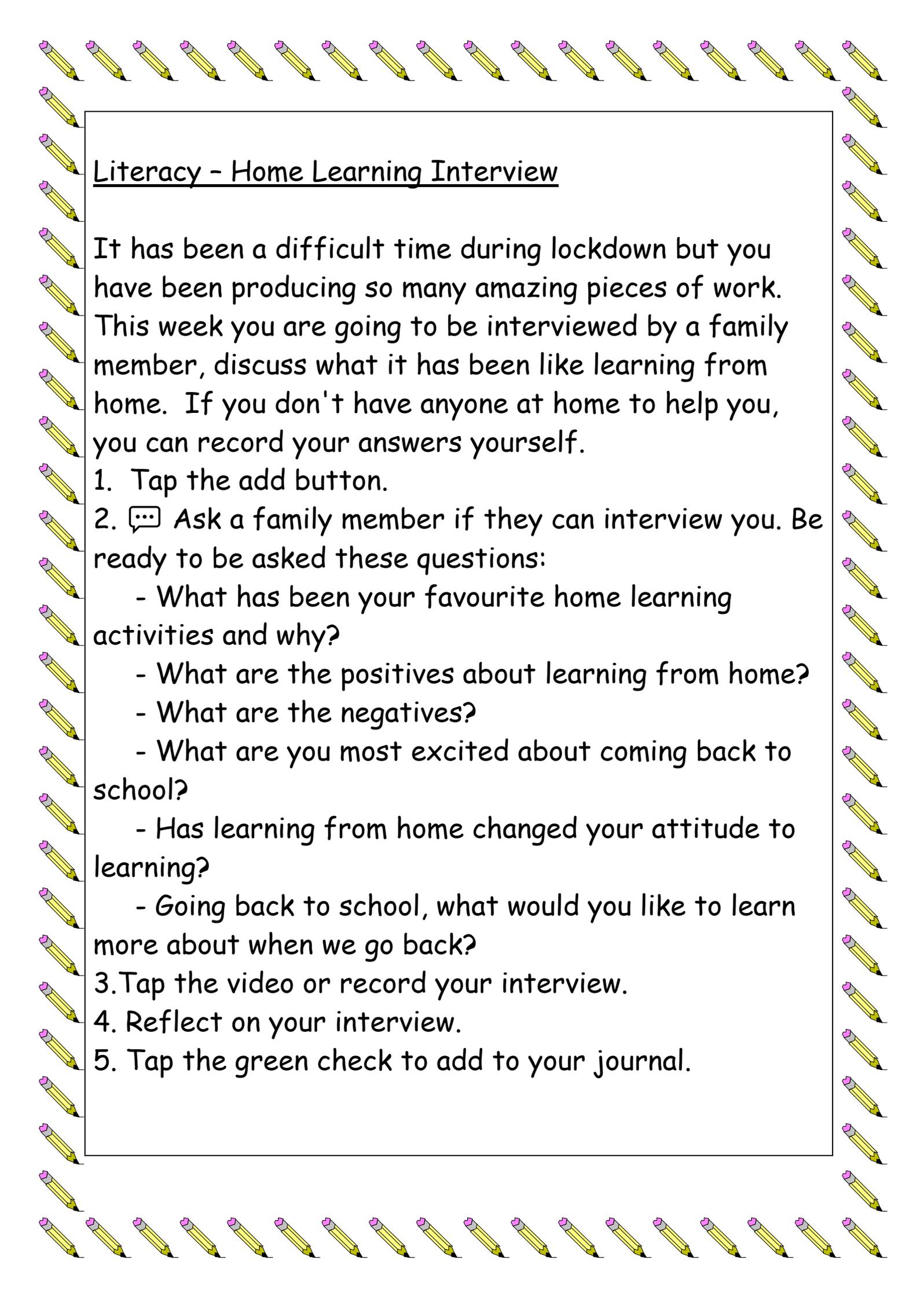


<p>Learn the basics of sewing! Watch Red Ted Art sewing tutorials on YouTube. See if you can master some of the basic stitching techniques!</p> 	<p>Make some pizza toast! All you need is bread, cheese, tomato purée & the ingredients you'd like to put on your pizza.</p> 	<p>Show off your cooking skills by creating a food tutorial video – Joe Wicks style! Use your camera / Clips / iMovie to share your recipe with others! Or create your own recipe book using PicCollage!</p> 	<p>Starbucks and Costa are trying to create the best Spring / Summer smoothie! Choose the company you want to work for. Can you create a delicious smoothie that they'll want to sell in their stores?</p> 																																																				
<p>Get arty with your food! Cut food in different ways to create animals / scenes. You could even paint your own rainbow bread using sugar and food colouring!</p> 	<p>Make ice cubes or ice lollies from various liquids and time how long it takes for each to freeze. Which one do you expect to freeze first / last? Why?</p> 	<p>Float or sink experiment! Using the fruits and vegetables you have at home, predict which ones you think will float / sink – giving reasons why. What will happen if you half it or take off the skin? Do you notice anything about the items that float / sink?</p> 	<p>Track your scores / coins in a game using a line graph. It can be any game (Times Table Rockstars, Sumdog or a game of your choice!)</p> 																																																				
<p>In class we've been learning a lot about coding. Here is an example of Morse code. Can you write or use light / sound to send a message in Morse code? Can you create your own code & write a message?</p> <table border="1" style="font-size: small;"> <tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td></tr> <tr><td>G</td><td>H</td><td>I</td><td>J</td><td>K</td><td>L</td></tr> <tr><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td></tr> <tr><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td></tr> <tr><td>Y</td><td>Z</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table> <p>Visit https://royalsociety.org/topics-policy/education-skills/teacher-resources-and-opportunities/brian-cox-experiments/ for some STEMtacular science experiments created by The Royal Society and Brian Cox! Take a photo or a video of your science in action!</p>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	0	1	2	3	4	5	6	7	8	9	<p>If - Then Coding Game! Play this with your family! One person is the 'Programmer' & everyone else is a 'Computer'. The Programmer gives the Computers a command. If I ____ (do this...), THEN you ____ (must do this...). If a Computer is too slow or doesn't do the correct command, they are out!</p>	<p>Get coding on the Tynker website. Click play and choose your coding level. You can create games, skins, animations and more!</p> 	<p>There's something wrong with the code on my map! Can you tell what it is?</p> <table border="1" style="font-size: small;"> <tr><td>Start</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>YAY!</td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>Move East → Move East → Move North ↑</p> <p>Create your own more advanced code map (or game) and give instructions on how to get to the treasure / finish line. Easy – Just use arrows. Challenge – Use compass points.</p>	Start										YAY!					
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<p>Visit https://royalsociety.org/topics-policy/education-skills/teacher-resources-and-opportunities/brian-cox-experiments/ for some STEMtacular science experiments created by The Royal Society and Brian Cox! Take a photo or a video of your science in action!</p>	<p>Take photos of symmetry in the environment around you. It could be natural (plants / animals) or man-made (fences / windows / tiles). You could even print a photo, cut it in half and see if you can draw the other side using symmetry.</p>	<p>Outdoor maths! Explore your outside space and collect...anything! Leaves, flowers, stones, sticks, feathers etc. Think of how you would like to sort / organise them. Create a tally chart and graph to show what you have found.</p>																																																					

Health and Wellbeing

We have our Teams meeting at 11:00am with Rosshall today, please let me know if you have any problems logging in.

Remember you have an emotional literacy check in to complete.



Literacy - Home Learning Interview

It has been a difficult time during lockdown but you have been producing so many amazing pieces of work. This week you are going to be interviewed by a family member, discuss what it has been like learning from home. If you don't have anyone at home to help you, you can record your answers yourself.

1. Tap the add button.

2.  Ask a family member if they can interview you. Be ready to be asked these questions:

- What has been your favourite home learning activities and why?
- What are the positives about learning from home?
- What are the negatives?
- What are you most excited about coming back to school?
- Has learning from home changed your attitude to learning?
- Going back to school, what would you like to learn more about when we go back?

3. Tap the video or record your interview.

4. Reflect on your interview.

5. Tap the green check to add to your journal.

Numeracy - Fibonacci Sequence

Please watch the teaching video on Seesaw.

Cuboids

Following the Fibonacci sequence complete these number patterns below in your home learning jotters.

Fill in the missing values and describe the Number Pattern!

3, 5, 8, 13, ____, ____, ...

What is the pattern?

Value is sum of the previous two numbers

34, 55, 89, 144, ____, ____, ...

What is the pattern?

Value is sum of the previous two numbers

2, 3, 5, 8, ____, ____, ...

What is the pattern?

Value is sum of the previous two numbers

13, 21, 34, 55, ____, ____, ...

What is the pattern?

Value is sum of the previous two numbers

5, 8, 13, 21, ____, ____, ...

What is the pattern?

Value is sum of the previous two numbers

Cubes

Following the Fibonacci sequence complete these number patterns below in your home learning jotters.

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What is the pattern?
Value is sum of the previous two numbers

13, 21, 34, 55, ____, ____, ...

What is the pattern?
Value is sum of the previous two numbers

5, 8, 13, 21, ____, ____, ...

What is the pattern?
Value is sum of the previous two numbers

89, 144, 233, 377, ____, ____, ...

What is the pattern?
Value is sum of the previous two numbers

55, 89, 144, 233, ____, ____, ...

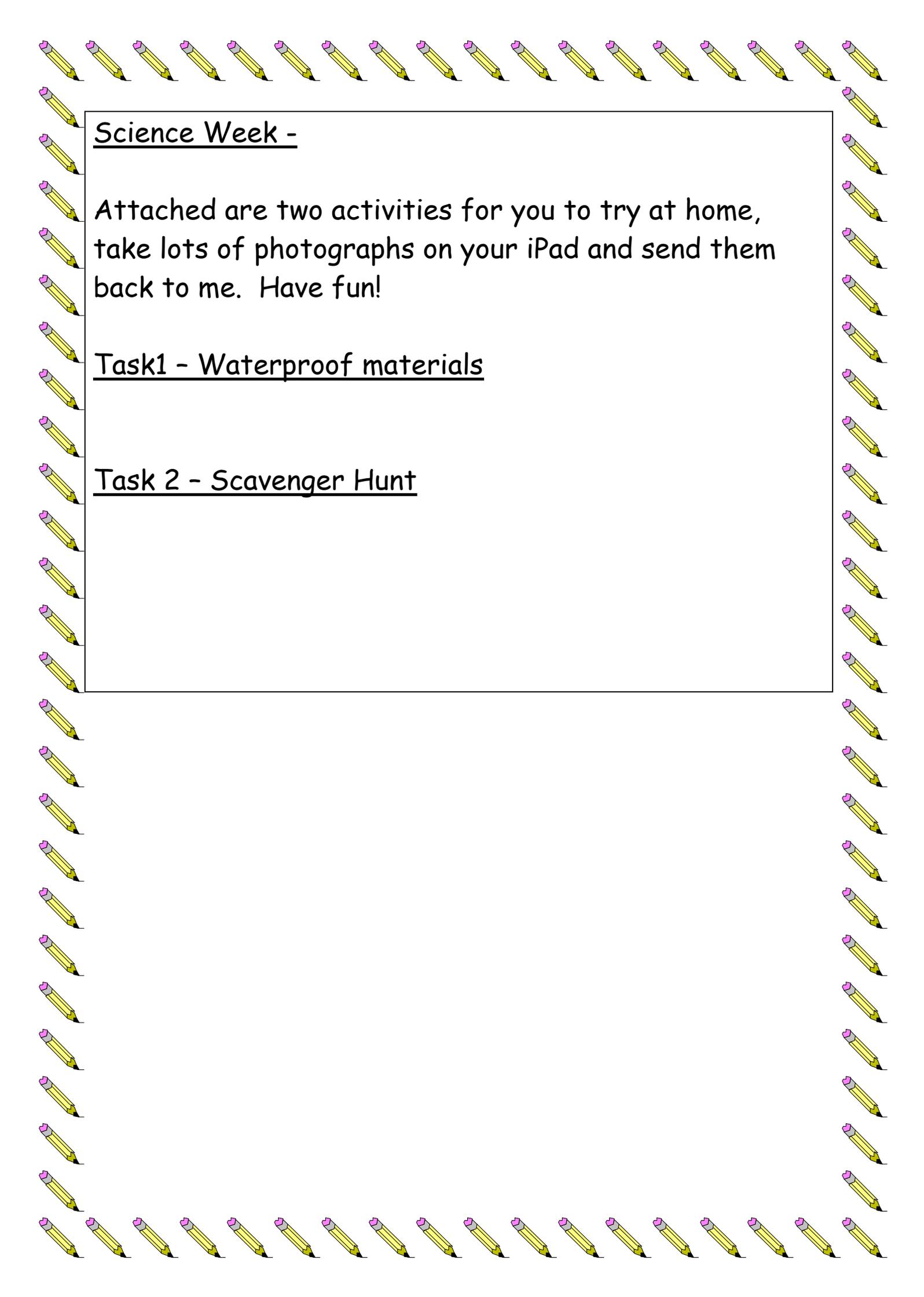
What is the pattern?
Value is sum of the previous two numbers

21, 34, 55, 89, ____, ____, ...

What is the pattern?
Value is sum of the previous two numbers

RME

Please see Mrs Wallis's activities on Seesaw.



Science Week -

Attached are two activities for you to try at home, take lots of photographs on your iPad and send them back to me. Have fun!

Task1 - Waterproof materials

Task 2 - Scavenger Hunt

SCIENCE FUN AT HOME



Have some fun at home with these science activities from **Science Sparks** and the **Primary Science Teaching Trust**



BEFORE YOU START! Please read through this with an adult:

- Make sure you have read the 'IMPORTANT NOTICE' on the back of this page.
- If you have a space outside that you can use safely, then you can do the 'Try this outdoors' activity outside. Don't worry if not as you could still do it indoors.
- Talk to your adult about sharing the science you have done and if they want to share on social media, please tag @ScienceSparks and @pstt_whyhow and use #ScienceFromHome

SCAVENGER SCIENCE

1 TRY THIS INDOORS Make a shelter

Collect some different materials together from indoors (e.g. foil, card, plastic, cotton) and/or outdoors (e.g. sticks, leaves). Use the materials to make a waterproof mini shelter for a toy. You could start by making a framework like the one in the picture and then put different materials over it. Once the shelter is finished, put a small toy inside and spray or drip water over the top. Try changing the material to find out which one is best at keeping the toy dry.

You will need

- Collection of materials (e.g. foil, plastic, card, cotton, leaves)
- Jug of water
- Small toy
- Egg box or other small container
- Paper and glue

WHAT DO YOU NOTICE?

Things to talk about ...

Which materials are best at keeping the toy dry? Why do you think this is? Which materials let the water through? Do they let the water through straight away or after a bit of time? Which materials soak up the water?

NB If you are doing this indoors, put a tray or plastic sheet under the shelter to stop water going on the floor!



2 TRY THIS OUTDOORS Go on a scavenger hunt!

Take an empty egg box and stick a label or write inside the lid the things you might like to collect in the box. You could use the ideas in the pictures here or make up your own things.

WHAT DO YOU NOTICE?

Things to talk about ...

Which things are easiest to find? Which are the hardest? Why do you think that is? Which did you notice more of - natural things or things made by humans? Can you write four new things to set a challenge for someone else to find?



3 WHAT IS THE SCIENCE?

Water cannot pass through **waterproof** materials. Foil and plastic are waterproof which is why they are so useful for wrapping food, and why we make raincoats from plastic materials. Some materials might **absorb** water and so might not let it through straight away, e.g. thick cotton, but after some time, the water will drip through.

Art - 1960's Art

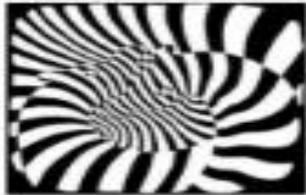
Name: _____ Grade: _____ Date: _____

Op Art

IM 2

It is a 20th century art movement and style in which artists created an impression of movement by optical illusions. It is also known as Optical Art. In the 1960's the art world turned into three dimensions using lines, patterns, movement, rhythm, repetition and contrast.

Here are some examples. Try to copy them in the spaces below.



Optical illusions were very popular in the 1960's. Lines, pattern and movement helped to create illusion art, use the examples above or research and create your own optical illusion art. Send me your pictures on Seesaw. I can't wait to see them!