***Home Learning***

**Class: P7/6 Date:**

**Please use the following information to discuss your child’s learning with them.**

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| **Literacy**   * We are learning to connect our own experiences to those of characters in the book. * We are learning to apostrophes to show possession. * We are learning read with increased expression.   Please ensure your child is reading daily (see reading marker for information). | | | |
| **Spelling**  Each week the children will focus on a spelling pattern in class. Four core words are provided each week, with the selected pattern. Pupils should also carry out a spelling activity each day (see active spelling ideas).  Please feel free to generate additional words if you want more challenge. | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** |
| **cc** | **xc** | **ci** | **ti** |
| accidentally | exchange | conscious | mention |
| accurately | exciting | especially | information |
| occasionally | exclude | precious | initial |
| accelerate | exclaim | suspicious | partial |
| **Numeracy**  We are learning to…   * Identify factors of numbers. * Find the highest common factors of a pair of numbers. * List prime numbers to 100. | | | |
| **Other Curricular Areas: Scotland**  We are learning to…   * Identify features of Scotland’s landscape and can provide an explanation of how these are formed. * Identify the impact of human activity on the environment. * Suggest ways in which people can live in a more environmentally responsible way. | | | |
| **Learning Log**  Please complete your learning log review to share what you have been working on in school over the last month. | | | |
| **Websites to support learning**  [www.spellingcity.com](http://www.spellingcity.com)  [www.primaryhomeworkhelp.co.uk/](http://www.primaryhomeworkhelp.co.uk/)  [www.worksheetgenius.com/](http://www.worksheetgenius.com/)  [www.mathplayground.com/games.html](http://www.mathplayground.com/games.html)  [www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button) | | | |