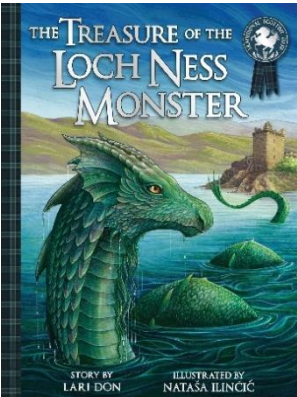


**P2WB – w/c 11<sup>th</sup> of January 2021 – BIG question is: How is Scotland Unique?**

|  |   |   |   |
|--|---|---|---|
| <p><b>Phonics</b> <span style="float: right;"><b>1</b></span></p> <p><b>We are learning to use the sounds we know to help us to spell new/unfamiliar words</b></p> <p>-This week we will focus on the following sounds:<br/><b>oa, oy, ai, qu</b> and <b>ck</b></p> <p>-Watch the video on our Facebook page for the teacher introduction and instructions for the:</p> <ul style="list-style-type: none"> <li>• 'Word Maker' task</li> <li>• 'Roll and read' task</li> <li>• 'The Story of qu' task</li> </ul> <p>-Complete as many of the tasks above as you can using the sheets attached at the bottom of this document.</p> | <p><b>Common Words</b> <span style="float: right;"><b>2</b></span></p> <p><b>We are learning to spell the most commonly used words correctly</b></p> <p>This week we will focus on these words:<br/><b>said, could, her, before</b></p> <p>-Write each word using 'Look, Say, Cover, Write, Check using the sheet attached to the bottom of this document.</p> <p>-Put each common word into a sentence of your own.</p> <p>-Make sure each sentence:</p> <ul style="list-style-type: none"> <li>• Has a capital letter at the start</li> <li>• Has a full stop at the end</li> <li>• Has finger spaces between words</li> <li>• Has a different sentence starter</li> </ul> <p>e.g. <u>She</u> said she wanted a little dog.<br/><u>He</u> went to the shop to get a banana.<br/><u>It</u> was her turn to play with the toy cat.<br/><u>I</u> brush my teeth before I go to bed.</p> <p><b><i>*The common word sheets attached at the end of this document can be used to help with this.</i></b></p> <p>-Give yourself a green dot if you've achieved something in the list above and a pink dot if you have not ('pink stop and think').</p> <p>What were you most successful at?</p> <p>What would you do next time to improve your sentences?</p> | <p><b>Poetry</b> <span style="float: right;"><b>3</b></span></p> <p><b>We are learning to identify the main ideas of a text</b></p> <p>-Watch the video of the Scots poem, 'Come Sailin' by JK Annand which is on our FB page.</p> <p>-Who do you think the characters are in this poem?</p> <p>-What does it say the characters might catch?</p> <p>-Can you think of other things you might catch in the sea?</p> <p>-Can you guess what these Scots words from the poem mean?</p> <ul style="list-style-type: none"> <li>• tak</li> <li>• ye</li> <li>• mebbe</li> <li>• mair</li> <li>• cauld</li> </ul> <p>-Talk about this with an adult</p> <p><b><i>*You can listen to the video/pause the video as many times as you need to.</i></b></p> <p><b><i>*Answers will be given at the end of the week on our Facebook page!</i></b></p> | <p><b>Writing</b> <span style="float: right;"><b>4</b></span></p> <p><b>We are learning to use knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words</b></p> <p>-Close your eyes and listen again to the poem, 'Come Sailin' on our Facebook page.</p> <p>-Imagine being out at sea, on a boat, throwing out a net and catching a ...!</p> <p>-First <b><u>tell</u></b> your story to an adult:</p> <ul style="list-style-type: none"> <li>*What you see around you;</li> <li>*What your boat looks like;</li> <li>*What you catch with your net.</li> </ul> <p>-Try to use describing words, e.g. the <u>deep blue</u> sea, the <u>dazzling</u> sun, an <u>old wooden sailing</u> boat</p> <p>-Now pick one sentence from your story. Say the sentence a few times out loud before writing it. Use the common word sheets (attached) to help you. For tricky words, break them into the beginning, middle and end sounds.</p> <p>-Now check your writing against the list below (with an adult's help). Give yourself a green dot if you've achieved something and a pink dot if you have not ('pink stop and think').</p> <p>My sentence(s) has/have:</p> <ul style="list-style-type: none"> <li>-A capital letter at the beginning.</li> <li>-Finger spaces between words.</li> <li>-A full stop at the end of the sentence.</li> <li>-The writing on the line.</li> <li>-Most common word spelled correctly.</li> <li>-Good attempts made at tricky words by sounding out</li> </ul> <p>Try to write a second and even a third sentence, improving on any pink dots you had for your first sentence.</p> <p>-Finish off with a drawing which reflects what is in your writing.</p> |
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| <p>Numeracy 5<br/><b>We are learning to make equal groups.</b></p> <p>-Watch the 'Making equal groups' video on our Facebook page and join in/complete the given tasks.</p> <p><b>Task 1</b><br/>Find 8 of something (this could be pebbles, raisins, toy figures/animals). Can you put them into groups of 2? How many groups do you have? Now put them into groups of 4. How many groups do you have?</p> <p><b>Task 2</b><br/>Find 10 of something (this could be pebbles, raisins, toy figures/animals) Can you put them into groups of 2? How many groups do you have? Now put them into groups of 4 How many groups do you have?</p> <p><b>Extension</b><br/><i>Repeat the above tasks with larger amounts of objects, e.g. 20 objects split into groups of 2 or groups of 5.</i></p> | <p>Numeracy 6<br/><b>We are learning to count in 2s and 5s.</b></p> <p>-Being able to count in 2s and 5s helps us to learn to multiply and divide.</p> <p>-Please sing the songs below to help you to practise counting in 2s and 5s.</p> <p>-If you re-visit these songs throughout the week it will really help you with your other number activities.</p> <p>-Try to sing at least one song each day.</p> <p><u>Counting in 2s songs</u><br/>Up to 20<br/><a href="https://www.youtube.com/watch?v=JyCr0IgbYcI">https://www.youtube.com/watch?v=JyCr0IgbYcI</a></p> <p>Up to 30<br/><a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a></p> <p><u>Counting in 5s songs</u><br/>Up to 50<br/><a href="https://www.youtube.com/watch?v=5FaBDqOmiyI">https://www.youtube.com/watch?v=5FaBDqOmiyI</a></p> <p>Up to 100<br/><a href="https://www.youtube.com/watch?v=EemjeA2Djjw">https://www.youtube.com/watch?v=EemjeA2Djjw</a></p> | <p>Numeracy 7<br/><b>We are learning to count equal groups.</b></p> <p>Watch the 'Counting equal groups' video on our Facebook page and join in/complete the given tasks.</p> <p><b>Task 1</b><br/>Using the 2-dot cards at the end of this document, practise counting in 2s by placing the cards out in front of you. Start with one card, then two, then three...until you have counted all the dots on the cards.</p> <p><b>Task 2</b><br/>Using the 5-dot cards at the end of this document, practise counting in 5s by placing the cards out in front of you. Start with one card, then two, then three...until you have counted all the dots on the cards.</p> <p><b>*You do not need to count all the cards, just as far as you can. Try to count a few more cards each day once you have practised the counting in 2s/5s songs.</b></p> <p><b>Extension</b><br/>Set a timer for 10 minutes. Using the 100 tally marks game sheet, roll a dice and record the correct amount of tally marks each time. When the timer goes off, count your tally marks and tell an adult your total.</p> | <p>Maths 4 8<br/><b>We are learning to recognise all coins and make additions up to 20.</b></p> <p>Remember this song? Try to sing along.<br/><a href="https://www.youtube.com/watch?v=dFzAU3u06Ps&amp;t=34s">https://www.youtube.com/watch?v=dFzAU3u06Ps&amp;t=34s</a></p> <p>You can use real coins or cut out paper coins: 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 Put all coins in order from lowest to highest value. Can you recognise each coin and how much it's worth?</p> <p><u>Game 1:</u> When all coins are in a row, take away 1 coin and ask your child which one is missing. Do this first as your child watches you take the coin, when more confident you can ask your child to look away when you take away a coin.</p> <p><u>Game 2:</u> Put the coins in a jar and let your child pick out 1 coin. Can they tell you which coin it is?</p> <p><u>Game 3:</u> An adult takes out 1 coin from the pot. Can your child find out which one is missing? What was the strategy used? (e.g. putting the left-over coins in a row to see which one is missing)</p> <p><u>Game 4:</u> Make small labels (pieces of paper) with different amounts and stick them on toys. Ask your child to find the correct coins to be able to 'buy' his/her toy. Use amounts up to 20p. For extra challenge go up to 50p.</p> |
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| <p>H&amp;WB 9</p> <p><b>We are learning that the way we think can affect the way we feel.</b></p> <p>Watch <a href="https://www.youtube.com/watch?v=UcQLCQ6F0DI">this video</a> of 'Frog in Winter'. (If the link doesn't work copy and paste this line into your browser:<br/> <a href="https://www.youtube.com/watch?v=UcQLCQ6F0DI">https://www.youtube.com/watch?v=UcQLCQ6F0DI</a>)</p> <p>Talk about this story with your child, bringing up the following questions:</p> <ul style="list-style-type: none"> <li>• Why is Frog feeling sorry for himself?</li> <li>• How many times does Frog complain? Can your child recognise the negative thoughts? (It is cold, I can't skate, etc.)</li> <li>• Frog's friends all try to help him. Can your child tell you how?</li> <li>• Does your child have any other suggestions to help Frog?</li> <li>• Discuss how Frog's unhelpful thinking, withholds him from changing his own situation</li> <li>• The story ends with a metaphor: after winter comes spring. Explain to your child that difficult times always pass and are usually followed by happier times. Try to find situations in your own lives when this has happened, e.g. today you can't go to school, but the school WILL open again.</li> <li>• It is important to model that even at a difficult moment, we can have positive thoughts, e.g. school is closed, but we have online learning and we can share our work and stories via Facebook.</li> </ul> | <p>Edenside Learners 10</p> <p><b>Over the next few weeks we are learning to know what to do to improve our work. Our 'Edenside Learners', Charlie &amp; Emily help us at school to achieve this.</b></p> <p>This week we will focus on 'confidence'. Children need to have confidence in their own abilities to become more self-reliant and independent.</p> <p>Ask your child to do a drawing with all the things they think they are really good at and while they are drawing:</p> <ul style="list-style-type: none"> <li>- Talk about what they are drawing ('drawing friends')</li> <li>- Ask your child to explain ('I have a lot of friends')</li> <li>- Why do you think you have a lot of friends? ('I am kind and don't fight')</li> <li>- How does this make you feel? ('happy')</li> <li>- Encourage them to draw more, different things they can do well.</li> </ul> <p>The drawing itself is not the focus, it is about your child expressing and recognising all the skills they have.</p> <p>If your child is not sure what to draw, begin by talking about the things they like to do most and link these to their skills, e.g. 'I like to play football', 'Yes, because you pass the ball really well'</p> | <p>PE 1 11</p> <p><b>We are learning to show perseverance by improving balancing on one foot.</b></p> <p><i>This week's PE learning and challenge from Mr Stobie can be found here: <a href="http://www.edensidelearners.wordpress.com">www.edensidelearners.wordpress.com</a>. Just follow the link and find the lesson for Monday the 11<sup>th</sup> of January.</i></p> | <p>PE2 12</p> <p><b>We are learning that by practising we can improve ourselves.</b></p> <p>Try all the different activities on the attached form about Ball skills. Before starting each activity, discuss the following:</p> <ul style="list-style-type: none"> <li>-How will you do it?</li> <li>-Will it be easy or tricky?</li> <li>-After the activity discuss how your child got on: What was easy? What was challenging? Why do you think that is?</li> <li>-How does that make you feel?</li> <li>-Discuss how he/she could further improve their skills the next time.</li> </ul> <p>How does it feel when they have done better after more practise?</p> |
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| <p>Myths and Legends 13</p> <p><b>We are learning to recognise the simple differences between fact and opinion.</b></p> <p>-Listen to the story 'The Treasure of the Loch Ness Monster' By Lari Don.<br/> <a href="https://www.youtube.com/watch?v=zO4fDAvxEfE">https://www.youtube.com/watch?v=zO4fDAvxEfE</a></p> <p>-Answer the following questions:</p> <ul style="list-style-type: none"> <li>• Do you think this story is real (fact) or made up (fiction)? How do you know?</li> <li>• What kind of story do you think this is? Funny, scary, adventure, sad...</li> <li>• Who are the characters in the story?</li> <li>• Where is the story taking place?</li> <li>• What happened at the start of the story?</li> <li>• What happened in the middle of the story?</li> <li>• What happened at the end of the story?</li> <li>• What was your favourite part of the story and why?</li> <li>• What was your least favourite part of the story and why?</li> </ul> <p><b>*These answers DO NOT have to be written down.</b></p> | <p>Myths and Legends 14</p> <p><b>We are learning to be able to share our thoughts about a setting.</b></p> <p>-Watch to following video which shows the setting of 'The Treasure of the Loch Ness Monster' story.<br/> <a href="https://www.youtube.com/watch?v=Or6PQab5YY4">https://www.youtube.com/watch?v=Or6PQab5YY4</a></p> <p>-Discuss the following questions with an adult:</p> <p>-Is the setting how you imagined it would be when you listened to the story?</p> <p>-What was the same?</p> <p>-What was different?</p> <p><b>*These answers DO NOT have to be written down.</b></p> | <p>Myths and Legends 15</p> <p><b>We are learning to create an image about a theme we are exploring.</b></p> <p>-What do you think the Loch Ness monster looks like?</p> <p>-Draw/paint a detailed picture.</p> <p>-Try to include:</p> <ul style="list-style-type: none"> <li>*shapes</li> <li>*lines</li> <li>*pattern</li> <li>*colour</li> </ul> <p>-If you want to, you can also add a background to your picture to illustrate the setting.</p>  | <p>Myths and Legends 16</p> <p><b>We are learning to sing songs from a range of styles and cultures.</b></p> <p>-Watch the video of the song, 'Coulter's Candy' on our Facebook page and join in.</p> <p><b>*Some of you may remember this song from P1!</b></p> |
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Your teacher(s) will be available during the following times for a 'live' discussion:

Tuesdays and Thursdays: 10am – 10.30am (Mrs Whittaker)

Mondays: 6pm-6.30pm (Mrs Whittaker)

Wednesdays and Fridays: 1.30pm-2pm (Wed Mrs Ballantyne/Fri Mrs Whittaker)

# Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

- For more challenge, pick 3 unfamiliar words from a book you have at home to add to the grid below.

|        | <u>look</u> | <u>say</u> | <u>cover</u> | <u>write</u> | <u>check</u> | <u>correction</u> |
|--------|-------------|------------|--------------|--------------|--------------|-------------------|
| said   |             |            |              |              |              |                   |
| could  |             |            |              |              |              |                   |
| her    |             |            |              |              |              |                   |
| before |             |            |              |              |              |                   |
|        |             |            |              |              |              |                   |
|        |             |            |              |              |              |                   |
|        |             |            |              |              |              |                   |

# Phoneme Word Maker

|   |   |    |   |
|---|---|----|---|
| b | t | s  | n |
| d | l | g  | r |
| c | k | f  | p |
|   |   | oa |   |

|       |       |       |       |       |
|-------|-------|-------|-------|-------|
| boat  | goat  | coast | float | groan |
| croak | board | coat  | load  | soap  |





wait

Gail

hail

pain

aim



sail

main

tail

rain

bait



Gail

aim

rain

tail

tail



bait

sail

pain

tail

main



tail

main

bait

sail

hail



hail

tail

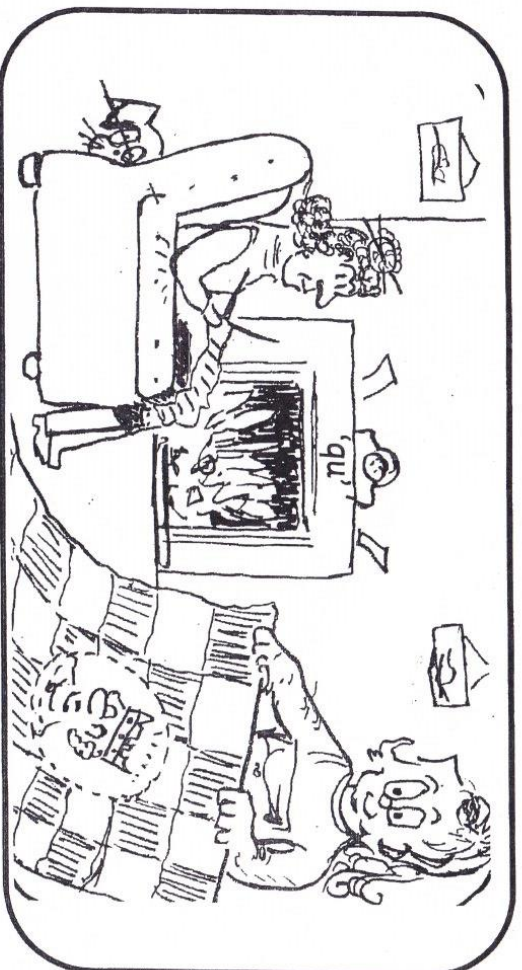
Gail

aim

main

Phase 3 Roll and Read - ai

## The Story of 'qu'



Belle won a present for her gran in the school spelling quiz. She had to be very quick answering the questions. The prize was a beautiful quilt made from many squares of coloured cloth. One quarter was red and three quarters were blue. In the centre of the quilt was a picture of a queen who was wearing a golden crown. "This quilt is quite majestic," said gran with a smile.



Coulter's Candy

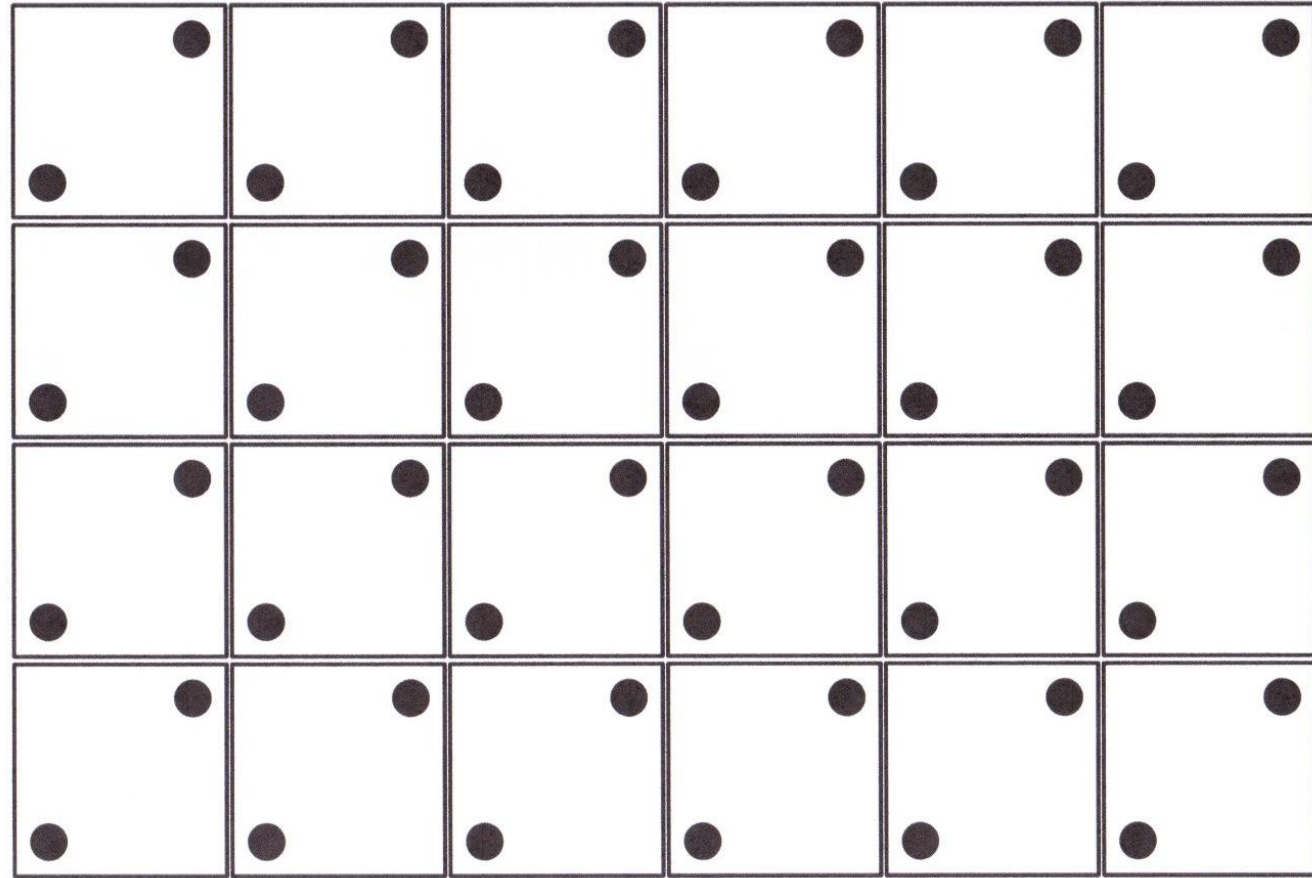
Ally bally, Ally bally bee,  
Sittin' on yer mammy's knee,  
Greetin' for a wee bawbee,  
Tae buy some Coulter's Candy.

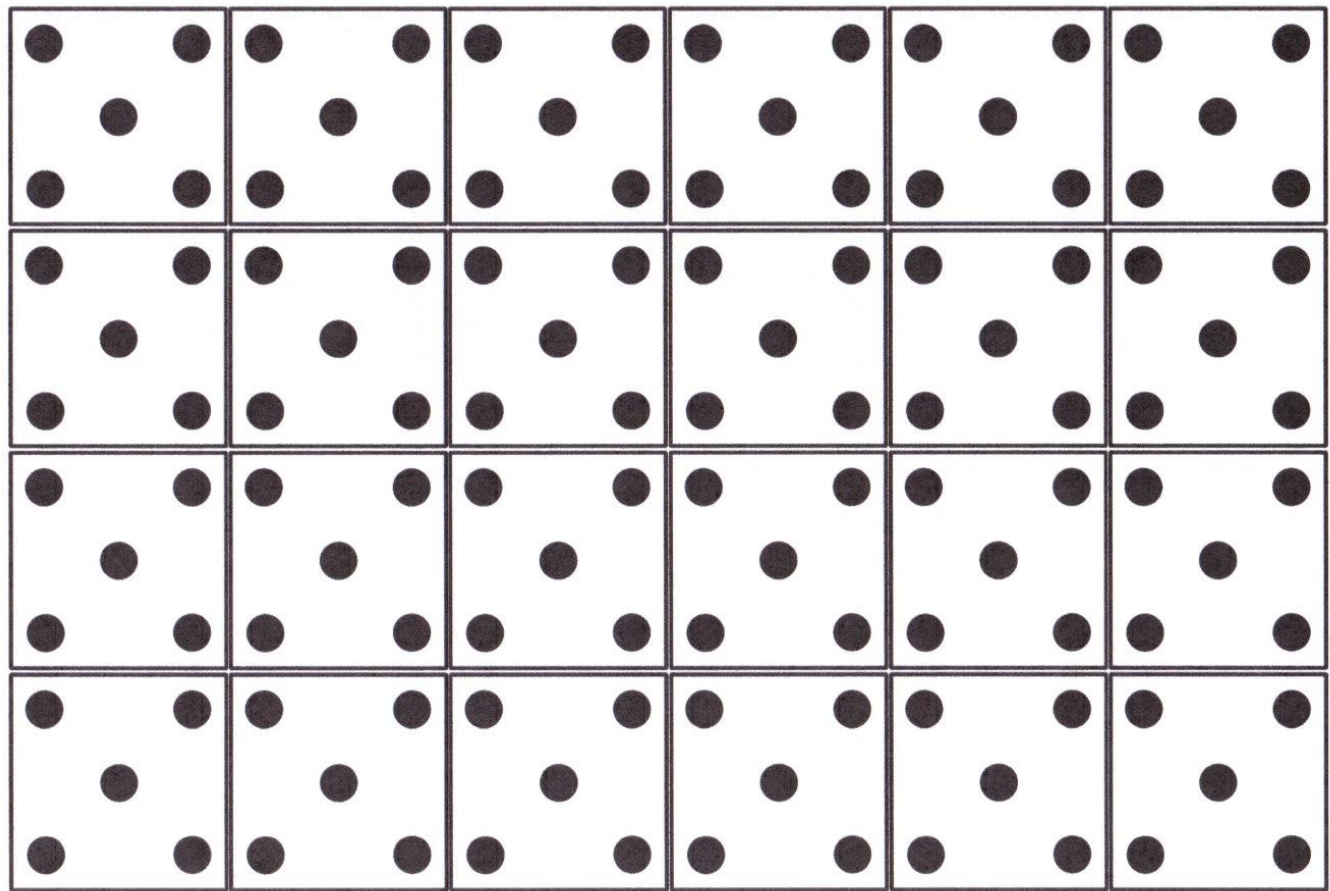
Poor wee Jennie's lookin' awfu' thin  
A rickle of banes kivvered o'er wi' skin  
Noo she's gettin' a wee double chin  
From sookin' on Coulter's candy

Ally bally, Ally bally bee,  
Sittin' on yer mammy's knee,  
Greetin' for a wee bawbee,  
Tae buy some Coulter's Candy.

| a   | b      | c     | d    | e | f     | g     | h    | i    | j    | k |
|-----|--------|-------|------|---|-------|-------|------|------|------|---|
| a   | be     | can   | did  |   | for   | go    | he   | I    | just |   |
| at  | but    | come  | dad  |   | from  | got   | his  | in   |      |   |
| and | by     | could | do   |   | first | get   | have | it   |      |   |
| am  | big    | came  | down |   |       | going | had  | is   |      |   |
| as  | before |       |      |   |       |       | has  | into |      |   |
| are |        |       |      |   |       |       | him  | if   |      |   |
| all |        |       |      |   |       |       | here |      |      |   |
|     |        |       |      |   |       |       | her  |      |      |   |
|     |        |       |      |   |       |       |      |      |      |   |

[illegible]










# 100 Tally Marks Game



|                             |                             |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> |
| <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> |
| <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> |
| <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> | <p>• • • •</p> <p>-----</p> |

## BALL SKILLS

**You can use any balls you like for these activities – try using a variety of different ones. You can use socks, or other pieces of clothing if you don't have balls at home.**

|  |  |  |  |   |
|--|--|--|--|---|
|  <p style="text-align: center;"><b>BALL<br/>SKILLS/<br/>ROLLING</b></p> | <p><b><u>BALL WALK 1</u></b></p> <p>Take a ball for a walk round your room/garden, using your hands.<br/>Move in different directions to take the ball round all your furniture, or obstacles outside.</p> | <p><b><u>ROLLING LOOPS</u></b></p> <p>Use one hand to roll a ball around your body in a big circle.<br/>Roll the ball in and out your feet in a figure of 8.</p> | <p><b><u>ROLLING WITH A PARTNER</u></b></p> <p>Sit on the floor and roll the ball to each other.<br/>Sit on the floor and bounce the ball to each other (keep the bounces small and low!).</p> | <p><b><u>TARGET PRACTICE</u></b></p> <p>Try to roll the ball between two of your cuddly toys (make it harder by making the gap smaller).<br/>Set out your cuddly toys at various distances away. Roll your ball and try to knock them over!</p> |
|  <p style="text-align: center;"><small>© Can Stock Photo</small></p>    | <p><b>Use only one hand at a time.</b></p>   | <p><b>Change hands and change direction!</b></p>   | <p><b>Move further apart.</b></p>  | <p><b>Move further away.</b></p>  |
|    | <p><i>Keep the ball close to you.<br/>Use your fingers to move and guide the ball.<br/>Keep your head up to see where you are going.</i></p>   | <p><i>Use your fingers to move and guide the ball.</i></p>   | <p><i>Follow through pointing your hands at your partner.</i></p>  | <p><i>Use two hands.<br/>Follow through pointing your hands at your target.</i></p>   |