

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

**Phonics 1**

**We are learning to use the sounds we know to help us to spell new/unfamiliar words**

-This week we will focus on a new sound, 'ay'.  
 -We already know the 'ai' sound but this is another way of spelling the same sound.  
 -It is mostly found at the end of words when we use the 'ay' sound.  
 -Watch and join in with the 2 lesson introduction videos on our Facebook page.

-Now watch the video below to practise sounding out lots of 'ay' words:  
<https://www.youtube.com/watch?v=YZg3fVSx8a8>

-Complete as many of the tasks below as you can using the sheets attached at the bottom of this document.

- Roll and read 'ay' game
- 'ay' story
- Word Maker

**Extension**

-All the days of the week end in the 'ay' sound.  
 -Listen and watch the days of the week video below:  
<https://www.youtube.com/watch?v=mXMofxtDPUQ>  
 -Can you write out the days of the week? -  
 -You can copy them using the sheet attached to this document or write them on paper using crayons, paint, pens...etc.  
 -Remember to give each day a capital letter.

**Common Words 2**

**We are learning to spell the most commonly used words correctly**

This week we have some new common words to learn:

**day, away, always, today**

-Write each word using 'Look, Say, Cover, Write, Check using the sheet attached to the bottom of this document.  
 -Try to put each common word into a sentence of your own.

Make sure each sentence:

- Has a capital letter at the start
- Has a full stop at the end
- Has finger spaces between words
- Has a different sentence starter

e.g.

**It** was such a cold day in Kelso.

**I** can you put my toys away in the big box.

**We** are always the best we can be.

**He** can play with his new car today.

**\*The common word sheets attached at the end of this document can be used to help with this.**

-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').

What were you most successful at?  
 What would you do next time to improve your sentences?

**Poetry 3**

**We are learning to identify the main ideas of a text**

-Watch the video of the Scots poem, 'Lollipop Man" by JK Annand which is on our Facebook page.

-Can you hear any rhyming words in the poem?

-What does the Lollipop man help people to do?

-Is it busy or quiet in this poem? How do you know?

-Can you guess what these Scots words from the poem mean?

- Owre
- Bizzin
- Frae
- Byke
- hunders

-Talk about this with an adult

**\*You can listen to the video/pause the video as many times as you need to.**

**\*Answers will be given at the end of the week on our Facebook page!**

**Writing 4**

**We are learning to use different sentence starters in a non-fiction story.**

-Before you start this task, please complete the first IDL task (#13).

-Watch again the extract from the story 'The Kelpie' By Lari Don.

<https://www.youtube.com/watch?v=IKQORtoCpKw>



-How do you think this imaginary story will end? How could the children be saved from the Kelpie in the water? You are going to write your own ending to the story. Make sure you start each sentence with a different word.

-Use your Common-Words-Mat from last week and your knowledge of sounds to try to write new words.

-First talk about how you think the story will end. Then practise writing the words that you find difficult on a post-it note (or a piece of scrap paper). You can ask an adult for some help with these. Before you start writing, say the sentence you would like to write three times out loud. Write at least 3 sentences, but if you like you can write more. Finish your work with a drawing of the Kelpie and the children.

-Use the Writing Prompt attached to the end of this document to correct your work.

-Share your work on our Facebook page if you would like to or email a copy to the school so we can give feedback. We are looking forward to reading it!

<b>A B C</b>			<b>Read</b>
capital letters	finger spaces	full stop	read it again

Numeracy 5

**We are learning to make equal/unequal groups.**

-Watch the 'Identifying equal/unequal groups' video on our Facebook page and join in/complete the given tasks.

**Task 1**

-Steven has 4 equal groups.

-Demonstrate what Steven's groups could look like (it doesn't matter how many objects are in each group as long as they are equal).

**Task 2**

-Julie has 3 unequal groups.

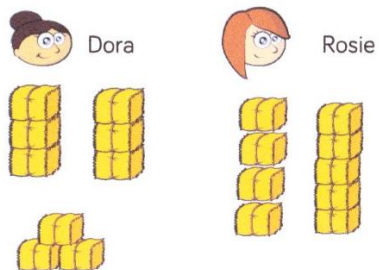
-Demonstrate what Julie's groups could look like (it doesn't matter how many objects are in each group as long as they are equal).

**Extension**

**-Look at the picture below:**

Dora and Rosie are making hay bundles.

Who has made equal groups?



Explain how you know.

Numeracy 6

**We are learning to be able to count in 3s.**

-Being able to count in 2s, 3s and 5s helps us to learn to multiply and divide.

-Please sing the new counting in 3s song below.

-It would also be a good idea to re-visit some of the songs from last week to make sure you remember how to count in 2s and 5s too.

-Try to sing at least one song each day.

**Counting in 3s song**

Up to 30

<https://www.youtube.com/watch?v=pkciJn5HrMI&list=PL-hG-mrdMb4NG8b7EBQCvgXVXxVNIqk&index=3>

\*You can start by counting up in 3s to 30 (just pause the song here).

**Counting in 2s song**

<https://www.youtube.com/watch?v=GvTcpfSnOMQ>

**Counting in 5s song**

<https://www.youtube.com/watch?v=5FaBdqOmiyI>

**Extension**

Try counting in 3's up to 60 using the counting in 3s song above.

Numeracy 7

**We are learning to determine equal groups.**

Watch the video, 'Determining Equal Groups' on our Facebook page and join in/complete the given tasks.

**Task 1**

-Using 15 objects, work out how many groups of 3 you can make.

\*You could use raisins and plates to do this.

**Task 2**

-Now use 18 objects to work out how many groups of 3 you can make.

\*You could use crisps and bowls to do this.

**Extension**

-Now use 21 objects to work out how many groups of 3 you can make.

\*You could use Lego/Duplo blocks and cups to do this.

Maths 4 8

**We are learning to applying our number skills to pay with 1p and 2p coins.**

-It is never too cold for ice-cream, right? What is your favourite flavour of ice-cream? How many flavours can you name?

-We are going to buy different ice-creams using the coins we used last week. This week we need ten 1p coins and five 2p coins. Remember you can also draw them if you don't have actual coins.

-You were developing your skills in counting in 2s last week, so you are going to use these to help you to count how much the ice-creams cost. Have a look at **this video** to help you.

-Fill in how much each ice-cream costs on the **worksheet** at the end of this document.

-Can you make some ice-creams yourself, using snow or playdough or paper? If they look really nice someone in your family may want to buy them!

<p>H&amp;WB 9</p> <p><b>We are learning that there are different ways of looking at the same thing.</b></p> <p>Click this video link <a href="https://vimeo.com/498993960/7a851e3b9a">https://vimeo.com/498993960/7a851e3b9a</a> and watch and listen how Skipper learns to look at the bright side.</p> <p>Talk with your child about the pictures in the video (also attached). Can they see the two different pictures combined in 1 photo?</p> <p>In a normal school day, we regularly come across situations where we ask the children if an event was a big deal or a little deal? Discuss with your child if they remember these situations and if it was a big or a little deal when they:</p> <ol style="list-style-type: none"> <li>1. forget their wellies on a Wednesday,</li> <li>2. fell in a puddle during break,</li> <li>3. didn't know an answer.</li> </ol> <p>Think of times at home when your child was upset and discuss if each situation was a big or a little deal. Can your child think of situations themselves?</p> <p>To make it easier to understand you can give your child something really heavy to carry when discussing a BIG deal and something like a feather when it is a little deal.</p>	<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>-Our story today is about making mistakes. Ask your child if they think it is okay to make mistakes. Ask them to explain why/why not. Do they think smart people make mistakes?</p> <p>-Having discussions about feelings and thoughts are not about right or wrong, but about expressing what you think and how you feel.</p> <p>-Listen to <i>Emily's story</i> (<i>sound</i>).</p> <p>-At the end of the story talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What happened when Emily began to learn to dance?</li> <li>• In what other places do children make mistakes?</li> <li>• What is the best thing to do when you make a mistake?</li> <li>• What is the best thing to do if you are trying to learn something new and you are stuck?</li> <li>• Ask someone in your home: What do they do when they are stuck with their work?</li> </ul> <p>-Put some music on and dance. Feel free share your dance moves on FB!</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 to express ourselves by way of dancing.</b></p> <p><b>Musical statues gymnastic shapes</b></p> <p>Ask a family member to play some music, when the music stops, they shout out a gymnastic action and you hold that position as steady as you can until the music starts again.</p> <p>If you have more than one statue playing you can have a competition to see who can make the shape the quickest or hold it the longest.</p> <p>Shapes: Straight, tuck, straddle, pike, star, dish, arch, front support, back support, L shape, T shape, Y shape</p> <div data-bbox="1675 1023 2085 1485"> <p>The image shows four illustrations of gymnastic shapes arranged in a 2x2 grid. Each illustration is labeled at the top. Top-left: 'Back Support' shows a person lying on their back with arms and legs extended. Top-right: 'Dish' shows a person lying on their back with arms and legs bent at the knees, feet flat on the floor. Bottom-left: 'Arch' shows a person lying on their back with arms and legs extended, feet flat on the floor. Bottom-right: 'Front Support' shows a person lying on their front with arms and legs extended, feet flat on the floor.</p> </div>
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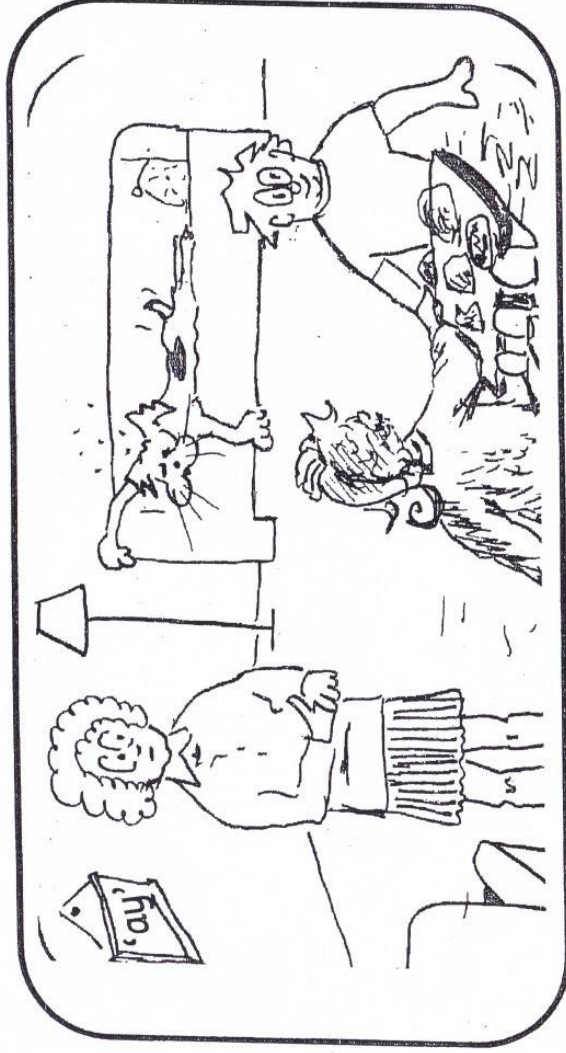
<p>Myths and Legends 13</p> <p><b>We are learning to be able to recognise the simple differences between fact and opinion.</b></p> <p>-Listen to the extract from the story 'The Kelpie' By Lari Don.  <a href="https://www.youtube.com/watch?v=IKQORToCpKw">https://www.youtube.com/watch?v=IKQORToCpKw</a></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 do <b>you</b> think will happen at the end?</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><b>*The last part of the story will be revealed at the end of the week!</b></p>	<p>Myths and Legends 14</p> <p><b>We are learning to develop an understanding of the history of Scotland.</b></p> <p>-Watch the following Powerpoint and/or see the 'Kelpies Fact Card' at the end of this document.</p> <p><a href="https://www.twinkl.co.uk/resource/cfe2-a-28-cfe-andy-scott-powerpoint">https://www.twinkl.co.uk/resource/cfe2-a-28-cfe-andy-scott-powerpoint</a></p> <p>-Now, with help from an adult complete the 'Kelpies' fact file using the template provided at the end of this document.</p> 	<p>Myths and Legends 15</p> <p><b>We are learning to be able to create an image about a theme we are exploring.</b></p> <p>-Watch this video which shows the 'Kelpies' near Falkirk in Scotland.  <a href="https://www.youtube.com/watch?v=zUD3hj-QDQc&amp;t=1s">https://www.youtube.com/watch?v=zUD3hj-QDQc&amp;t=1s</a></p> <p>-The Kelpies were created by a Scottish sculptor called Andy Scott.</p> <p>-To find out a little bit more about 'The Kelpies' and how the sculptures were made, watch this video:  <a href="https://www.youtube.com/watch?v=9CI9PNFe748">https://www.youtube.com/watch?v=9CI9PNFe748</a></p> <p>-Now look at some illustrations of kelpies attached to this document.</p> <p>-Can you design your own Kelpie?</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>We can't wait to see them!</p>	<p>Myths and Legends 16</p> <p><b>We are learning to be able to sing songs from a range of styles and cultures.</b></p> <p>-Watch the video of the song, 'Caledonia' on our Facebook page and join in.</p> <p>-This song describes how Scotland (Caledonia) is special to someone and how they miss it when they are away.</p> <p>-Why is Scotland special to you?</p> <p>-Why is Kelso special to you?</p> <p>-Talk about what you would miss if you were away from Scotland/Kelso:</p> <ul style="list-style-type: none"> <li>• People</li> <li>• Special places</li> <li>• Food/drink</li> </ul>
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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)

## The Story of 'ay'




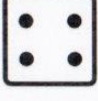




One day the children were bored and they were looking for something to do.

“May we play with the clay?” asked Ben.

“Yes!” said Mum “As long as the clay stays on the tray and doesn’t make a mess on the floor and you don’t get in my way.”

“Hooray,” said Belle.

	day	say	play	spray	way
	stay	tray	spray	crayon	day
	play	crayon	may	day	stay
	way	day	tray	may	spray
	spray	way	stay	day	crayon
	may	play	say	crayon	way

Phase 5 Roll and Read - ay

# Phoneme Word Maker

d	w	c	e
l	f	p	t
r	h	m	r
		ay	

tray	play	prayer	frayed
way	hay	may	clay

Days of the Week Writing Practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Look and say



Look, say and write



Cover and write

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



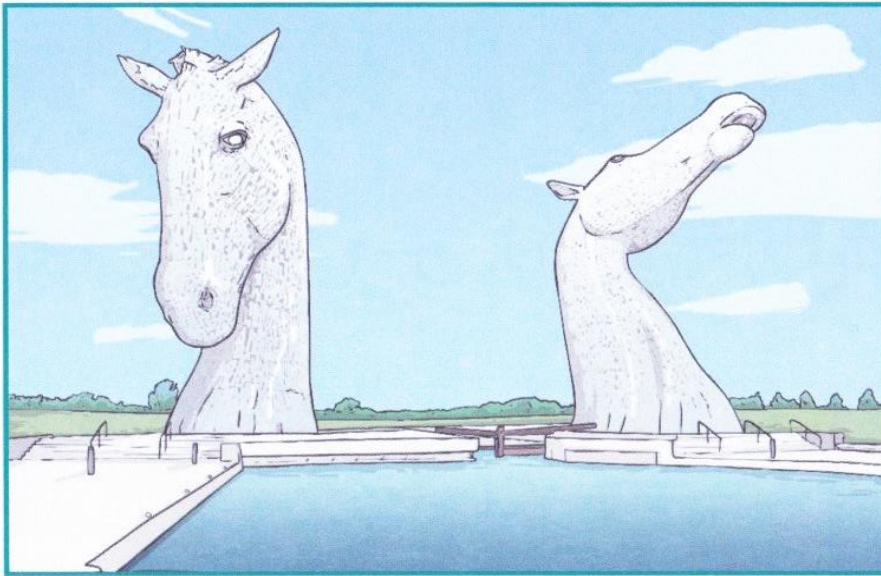
# Look, Say, Cover, Write and Check!

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>
day						
away						
always						
today						

# The Kelpies



**Location:** Helix Park, Falkirk.

**Completed:** 27th November 2013

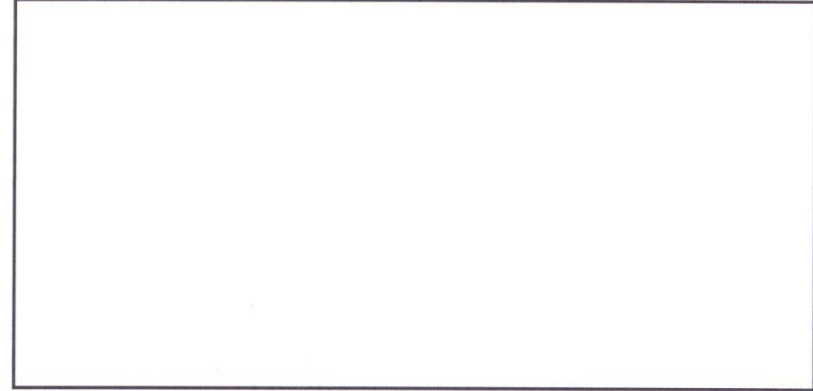
**Height:** 30m

**Weight:** 300 tonnes each

**Materials:** stainless steel

# The Kelpies

Draw a picture of The Kelpies here.



Location: \_\_\_\_\_

Made of: \_\_\_\_\_

Designed and created by: \_\_\_\_\_

Height: \_\_\_\_\_

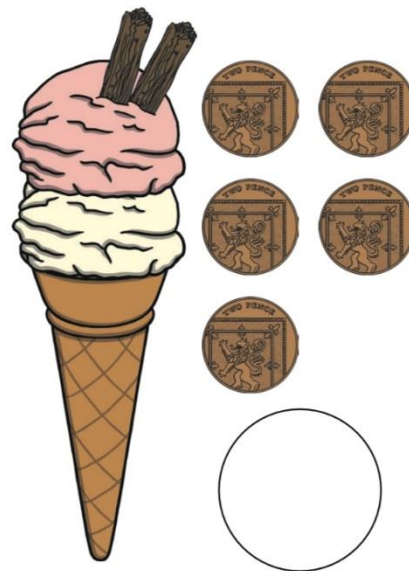
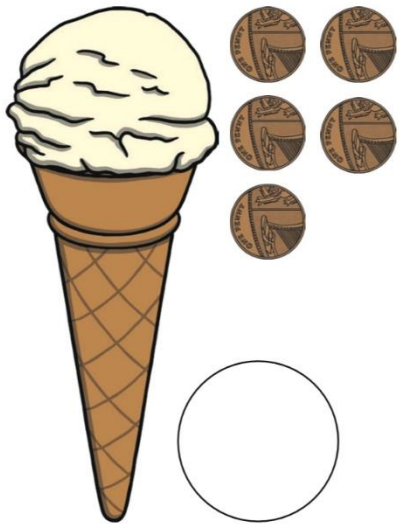
Weight: \_\_\_\_\_

Kelpies

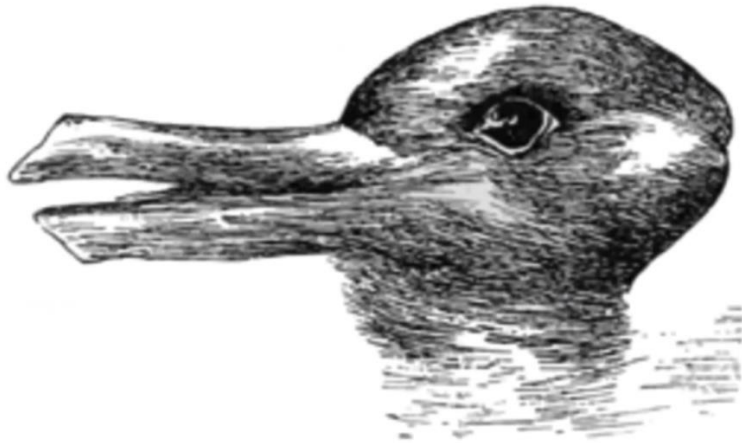


## How Much Do the Ice Creams Cost?



How much does each ice cream cost? Look at the coins and write the total amount in the circle.



Health and Wellbeing - Skipper - Look at the Bright Side



Writing Prompt

<b>A B C</b>			<b>Read</b>
capital letters	finger spaces	full stop	read it again