On the last two pages of this Learning Grid, you will find numeracy assessment sheets. There is one sheet for pupils in the Triangles and Squares groups and a different sheet for pupils in the Stars group. These sheets are to assess how pupils are progressing in Maths. Please indicate on the scale at the foot of the sheet the amount of support that you gave. Send a photograph of the completed sheet, with your child's name, to the school email address with **Maths for Mrs Fleming** in the subject box.

Our new 'Big Question' is: Does what people do really make a difference? We will be finding out about this through the context of The Romans.

Click on these links to find out more. Big Question Launch video   Mr Bewsey's 'Build Community' Singalong

Literacy: Phonics

Red, Green, Yellow Groups:

Write these 3 magic 'e' sounds at the top of your page.

        i_e   o_e   e_e

There are lots of words with these sounds. Read the words below then write each of them under the correct sound.

rose inside globe extreme throne
bride here smoke five rope these
envelope nose knife delete dive
smile sphere Japanese hive cone
concrete complete home spike
Chinese prize

Choose 2 words from each list to write in sentences. Keep using '**and**', '**but**' and '**because**' to extend your sentences and make them more interesting.

Blue Group:

Write **ai** and **oy** and **oa** at the top of your page to make three headings**.**

Read these words and write them under the correct sound. Underline the double letter sound in each word.

royal boat destroy coach chain
soya wait roast paint toast
ahoy faint throat snail   cowboy

Choose two words from each column to write in sentences.

Literacy: Spelling

Red, Green, Yellow Groups:

Each day this week practise spelling

know   yellow   father   mother

Write the words in different colours, make them with raisins (or other small objects!), write them in flour or in the mud or snow, write them in dotty writing! Try using crayons, paints, or chalks. Each time check that you have written them correctly.

Write each of them in a super sentence.

Blue Group:

Ask a grown-up to read these words to you. Write them correctly without peeping!

only   just   from   with   this
play   went   come   have
was   you   your   she   he

Each day this week practise spelling these words too:

me my look this here said

Write the words in different colours, make them with raisins (or other small objects!), write them in flour or in the mud or snow, write them in dotty writing! Try using crayons, paints, or chalks. Each time check that you have written them correctly. Write sentences using some of the words that you have learned.

Literacy: Reading Video explains tasks.

I have created a class log-in and chosen a book for us all to read this week.

Log in to Oxford Owl (for School) as a Student

Our class username is: primary3*

Our password is: Edenside

In the Oxford Owl eBook-library scroll down to find the book:

A Monster Mistake.   (on the 9th row)

Try reading the book with the **audio off** then read along with the **audio on.**

Play **Activity 1** and **Activity 2** too.

When you have read the book answer these questions in sentences. Write the page number where you found each answer.

1. Why did Biff and Kipper like the cottage?
2. What did Kipper buy at the shop?
3. How did Gran get her monster to move?
4. How did mum feel at the end of the story? Do you know why?

Draw a table like the one below. Write a sentence or two in each box to show what happens in each part of the story.

Beginning	Middle	End

Literacy: Writing

This week we are learning about people who lived long ago. In topic box 4 below, we learn that they made their own clothes and dyed them using plants and berries. There is a list of some of the things that they might have used.

Try making your own natural paint and then write instructions for someone else to follow. Lay your writing out like this, using clear instructions for each step and 'ordering' words to begin each sentence.

How to make natural paints and dyes

What you need:

-
-
-

What you do:

1. **First**
2. **Then**
3. **Next**
4. **After that**
5. **Finally**

Illustrate your writing with labelled pictures.

Remember 'What you need' is a list but 'What you do' is written in sentences with capital letters and full stops.
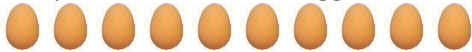
Maths: △ and ☐ groups

In the video this week Mrs Fleming showed you how to work out the number of equal groups.

1. **Determining the number of equal groups.**

Use real objects or draw pictures to help you.

There are 10 eggs. There are some baskets. Each basket gets 2 eggs. How many baskets will have 2 eggs?

There are 12 biscuits. There are some plates. Put 3 biscuits on each plate. How many plates get 3 biscuits?

Ask your grown-up to make up more 'equal groups' sums for you.

2. **2 times table**

Count in 2s and make equal groups of 2 to complete the '2 times table sheet' below. In the last section think how many 'groups of 2' ears there are!

3 groups of 2 =___
3 x 2 = _____

7 groups of 2 =___
7 x 2 = _____

Maths: ☆ Group.

In the video this week Mrs Fleming showed you how to 'partition 10 fingers'. Practise this and the other 2 activities shown below.

1. **Partitioning 10 Fingers**

Put your hands out in front.

Show your grown-up 10 fingers. Put down 4 fingers. How many does that leave? What does 6 + 4 make? Show your grown up on your fingers.

Show your grown-up 10 fingers. Put down 5 fingers. How many does that leave? What does 5 + 5 more make? Show your grown up on your fingers.

Practise lots of different sums.

2. **'doubles plus 1'**

Keep practising the Doubles plus 1 that we learned last week.

Put your hands on your head. Show your grown-up 2 and 2 on your fingers. What does 2 and 2 make? Put up one more finger on one hand. What do you have now?

What does 2 and 3 make? Show 3 and 3. What does 3 and 3 make? Put up one more finger. What do you have now? What does 3 and 4 make? Practise 4 and 4, then 4 and 5.

3. **Make equal groups**

Use objects at home to make equal groups. Count to find the total.

eg 3 equal groups of 2. How many altogether? Record 2+2+2=6

Repeat with other **equal** groups.

Number games

Skip-counting

On your 100 square, circle all the tens, 10, 20, 30 etc Look at the numbers you have circled. What do you notice? (eg they all end in zero, the tens go up in ones.) Count out loud in tens, from 10 to 100. Bounce a ball, clap your hands or click your fingers, to help you.

Repeat this starting at 20, then again starting at 30, then 40, then 50.

Roll a dice to generate a number. Circle this number on your 100 square. Use this as your new starting number, then skip count in tens circling the numbers on your 100 square as you go. eg roll a 3, then circle 3, 13, 23, 33

Look at the numbers you have circled now. What do you notice?

(eg. the number in the ones column stays the same, the number in the tens column goes up in ones.)

Repeat this a few times.

Roll the dice to find a start number and count on from your start number in tens. Bounce a ball, clap your hands, or click your fingers, to help you.

Repeat, counting in 2s, 3s, and 5s.

Practise 'skip counting' with these fun songs!

Counting in 2s   Count in 3s
Count in 5s   Count in 10s

Keep playing games on Topmarks to practise Doubles, Number bonds and Times Tables sums!

Topmarks Hit the Button

Maths: 2D and 3D shapes

This week we are revising 2D shapes and learning about these 3D shapes.

sphere, cone, cube, cuboid, pyramid, cylinder, and **triangular prism.**

In the video Mrs Fleming showed you some 3D shapes and reminded you of their names.

On the sheet below match the 2D shapes and 3D objects to the correct labels.

Try to find objects at home or outside which are these shapes. Perhaps you could post photos on our Facebook page.

Here are some suggestions!

3D Shapes

Try to name the shapes that you have found.

H&WB: Be Safe **Sharing Pictures and Videos** Watch the video with a grown-up then talk about the questions at the end. Online Safety Lesson 1 Remember: TAG means Tell A Grown-up The song below is sung in Lesson 1 and Lesson 2. Listen to the song again and join in with some of the words! It's fun to share a picture, With friends and family If someone else is in it Check they're happy for others to see. If somebody shares something That makes you go 'Uh-oh, You're not alone. Put down the phone. Here's what you need to know. If it makes you feel funny In your tummy Worried, scared or sad, Then you must Tell a grown-up you trust Like a teacher or mum or dad If it makes you feel funny In your tummy That somethings not ok It's not your fault Just tell an adult They'll help to make it go away. They'll help to make it go away. When we share a picture or a video of someone, we must always think about how it might make others feel.	**H&WB: Be Safe: Chatting Online** Watch the video with a grown-up. Online Safety Lesson 2 Mo was online with his teacher. This was ok because Mo knows and trusts his teacher. Mrs Fleming is loving 'chatting' online through the Facebook comments on our P3 page. 🙂 **Activity 1:** Discuss the different scenarios and whether you should say that's **ok** or **TAG**. Remember: TAG means Tell A Grown-up **Activity 2:** Join in with the song that we heard in Lesson 1. **Activity 3:** Think of acts of kindness. Remember we should treat people kindly offline and online, and people should do the same for you. **Activity 4:** Make an 'Acts of Kindness' poster, showing things you could do offline, and online.	**PE** This week Mr Stobie's PE lesson 1 focuses on agility and changing direction. Follow the link below and find the lesson for P2, P3 & P4 w/c Monday 1st February – Lesson 1. https://edensidelearners.wordpress.com/ Mr Stobie is enjoying seeing you trying the PE challenges! Show him how you got on our Facebook page.	**PE** In PE lesson 2 there are more plastic bag challenges! Have a go and show Mr Stobie how you got on. Follow the link below and find the lesson for P2, P3 & P4 w/c Monday 1st February – Lesson 2. https://edensidelearners.wordpress.com/

Topic: Who were the Romans?

The Romans came to Britain nearly 2000 years ago but who were the Romans and where did they come from?

Originally the Romans came from a city in the centre of Italy called Rome but by the time they came to Britain they were from lots of different places. Watch the short video to find out some of the other places that they came from.

[Where did the Romans come from?](#)

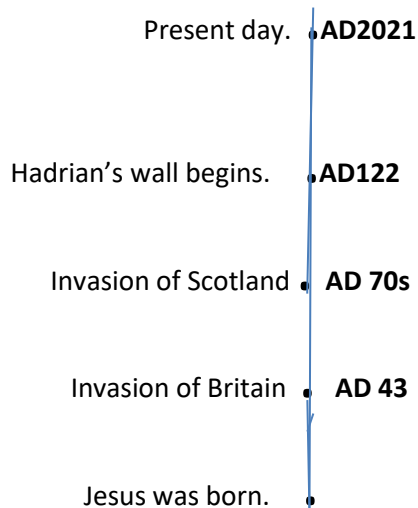With a grown-up talk about some of the places the Romans came from and how we know.

Use a map or a globe to find Italy, Africa, and France. Look at the route that they might have taken.

Remember long ago there were no aeroplanes. How do you think the Romans travelled to Britain? How long do you think it would have taken them?

When did this happen?

Last term we made brilliant timelines of our lives. Copy this simple timeline to show when the Romans came to Britain and some of the things that happened. You can draw your timeline vertically like this one or horizontally!

Present day.	AD2021
Hadrian's wall begins.	AD122
Invasion of Scotland	AD 70s
Invasion of Britain	AD 43
Jesus was born.	

The Romans stayed in Britain for more than 400 years and made lots of changes to our country.

How do we know about things that happened so long ago?

There aren't many written records because the Romans came to Britain so long ago. **Historians** find out about people in the past by looking at **artefacts**, things that they made and left behind. These are some of the things that have been found.

Copy these 6 pictures and write the labels beside them.

Sword   **Dice**

Coin   **Sheild**

Board game   **Snake Armband**

They tell us that the Romans were good at making things. They probably did a lot of fighting. They liked to play games and liked jewellery. They used coins.

What was Scotland like?

In Roman times, there was no such country as Scotland. The area of Britain now known as Scotland was called 'Caledonia', and the people were known as the 'Caledonians'. Back then, Caledonia was made up of groups of people or tribes. Life was hard for these people. They were mainly farmers who grew, gathered, or hunted for their own food. They made clothes from wool and dyed them with dyes made from plants and berries. Try making some natural dye paints using pieces of beetroot, spinach, grass, berries, carrots, onion skins etc. Put the plants or vegetables in separate pans and barely cover them with water. Simmer on a low heat for a few hours. You can also mix dry spices such as turmeric, chilli powder, mustard, or even mud with cold water to make more colours.

There are more suggestions here.

[Plant based dyes](#)

Enjoy painting with your natural dyes!

The 'Caledonians' were also fierce warriors and used some of the dyes as war paints!

Some tribes were happy to get on peacefully with the Romans, but others fought back.

Recognise 2D and 3D shapes

1 Match the shape to its name.

(green square)	circle
(pink circle)	hexagon
(teal rectangle)	pentagon
(purple triangle)	square
(orange pentagon)	triangle
(red hexagon)	rectangle

2 Match the shape to its name.
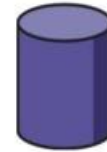
(yellow cube)	cuboid
(purple cylinder)	triangular prism
(green cuboid)	cube
(red sphere)	pyramid
(pink pyramid)	sphere
(green triangular prism)	cylinder

2 Times Table Activities

Count in 2s and colour in the grid:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

Work out these answers:

a) 1 x 2 = _____   g) 2 x 2 = _____

b) 3 x 2 = _____   h) 4 x 2 = _____

c) 5 x 2 = _____   i) 6 x 2 = _____

d) 7 x 2 = _____   j) 8 x 2 = _____

e) 9 x 2 = _____   k) 10 x 2 = _____

f) 11 x 2 = _____   l) 12 x 2 = _____

How many ears are there?

a) _____ x _____ = _____

b) _____ x _____ = _____

c) _____ x _____ = _____

d) _____ x _____ = _____

⭐ **Stars Group Assessment Sheet**   **w/c Monday 1st February**   **Pupil name:** _____

Task 1: We have been practising counting in 2s. Fill in the missing numbers:

0	2		6	10		16	20		26		

Task 2: Complete these missing addend problems. How many counters are underneath the blue screen? Write the number below.

a. ⚫⚫ ⚫⚫ ⚫⚫ + ▢ = 9   b. ⚫⚫⚫ ⚫⚫ ⚫⚫ + ▢ = 11   c. ⚫⚫⚫⚫ + ▢ = 10

_____   _____   _____

Task 3: We have been learning our <u>doubles</u> and <u>doubles + 1.</u>   Match these sums to their answers.

5 + 4		10		5 + 5		4 + 4		8		5 + 6

9		3 + 3		6		7		3 + 4		11

To gauge the amount of support your child requires please circle on the scale 0 to 10 the amount of help given. Thank you!

0   1   2   3   4   5   6   7   8   9   10

Triangles and Square Groups Assessment Sheet w/c Monday 1st February Pupil Name:_____

Task 1: We have been practising counting in 2s, 3s, 5s and 10s. Fill in the missing numbers.
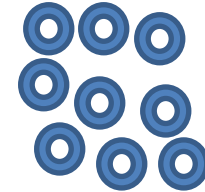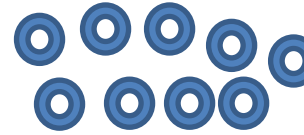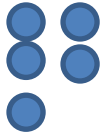
0   2   ___   6   ___   10   ___   ___   ___   18   ___   ___   24   ___   ___   30

0   3   ___   ___   ___   15   ___   ___   ___   ___   30

0   5   ___   ___   20   ___   ___   ___   40   ___   50

0   10   ___   ___   ___   ___   60   ___   ___   ___   100

Task 2: We have been learning about <u>equal</u> and <u>unequal</u> groups. Draw a ring round the groups which are <u>equal</u>.

Task 3: We have been making equal groups and finding the totals. Calculate the answers to these sums. You can use objects or drawings to help you.
Remember the ✖ sign means 'groups of', 'sets of' or 'times'.

4 groups of 3 = _____   3 groups of 5 = _____   5 groups of 4 = _____   6 groups of 0 = _____

2 x 8 = _____   4 x 2 = _____   2 x 6 = _____   2 x 10 = _____   7 x 2 = _____   2 x 1 = _____

To gauge the amount of support your child requires please circle on the scale 0 to 10 the amount of help given. Thank you!

0   1   2   3   4   5   6   7   8   9   10