

## P3 – w/c Monday 25<sup>th</sup> January 2021

*Mrs Fleming will be available to respond to comments and/or queries on our Facebook page between 10 - 10.30 am and 2 - 2.30 pm, Monday to Thursday and 10-10.30am on a Friday.*

### Literacy: Phonics

#### Red, Green, Yellow Groups:

Write these 3 sounds at the top of your page. **ou igh y**

Read the words below then write each of them under the correct sound.

**flight ground shy found try  
around might fly count right  
night July python knight mouth**

Underline the double letter sound in each word. Choose a word from each list to write in a sentence. Keep using the word 'and', the word 'but' and the word 'because' in each of your sentences to extend them and make them more interesting. **Some people did this last week - well done!**

#### Blue Group:

Look for words in books, magazines or leaflets which have these sounds.

**sh th ch ng wh ph ee oo qu ck**

Try to sound out and read the words.

Write these two sounds at the top of your page to make two headings.

**ai oy**

Read the words below to a grown-up then copy them neatly under the correct sound. Underline the double letter sound in each word.

**hair toy boy fair joy rain  
annoy train hail enjoy**

Choose two words from each column to write in your own sentences.

### Literacy: Spelling

#### Red, Green, Yellow Groups:

Each day this week practise spelling **too school some never**

Think of lots of different ways to practise your words. How inventive or creative can you be? Each time check that you have written them correctly. Write each of them in a super sentence.

#### Blue Group:

Can you still remember how to spell these words that we learned in Week 1 and Week 2?

**play went come have  
was you your she he**  
**Ask a grown-up to read them to you and try to write them correctly without peeping!**

Each day this week practise spelling these words too:

**only just from with this**

Think of lots of different ways to practise your words. How inventive or creative can you be? Each time check that you have written them correctly. Write each of them in a sentence. You could write one sentence each day.

### Literacy: Reading

As part of our Scotland topic, we have been learning about two Scottish poems. **Choukie Hen, Choukie Hen** and **The Snawman**. Maybe you have learned to say one of them, or part of one, from memory. Keep practising! Maybe you could film yourself and upload it to our Facebook page!

This week it is the anniversary of Robert Burns' birthday. Watch the clips here, or on the Resources page, to find out about Robert Burns and his life.

#### [The story of Robert Burns video](#)

#### [What is Burns Night?](#)

Read the Newsround Quick Guide about Robert Burns. Test your knowledge of Scotland with the Newsround quiz. Did you get 5 out of 5?



**Make up a quiz** about Robert Burns. Write 5 questions. Can someone in your family answer all five correctly?

Try this body percussion of Auld Lang Syne! **Stamp your feet, clap your hands, click your fingers, and slap your thighs** in time to the music!

#### [Auld Lang Syne](#)



### Literacy: Writing

#### Kelso – The Best Bits

Write a letter to a visitor telling them the 'best bits' about Kelso. What is Kelso famous for? What makes it special? What is there to do? Where should the visitor go? What should they see? The visitor could be someone that you know or someone you have made up. They could be a child or a grown-up. Write your address in the top right corner of your paper and begin below that, on the left, with Dear \_\_\_\_\_. At the end of your letter remember to write your name so that the person knows who the letter is from.



Keep thinking about our core targets. (Capital letters at the start of each sentence, full stops at the end of sentences, finger spaces between words, neat tidy writing on the lines) Keep trying to use connectives such as: **and, but, because, next, then, so** to join parts of your sentences. 'Sound-out' words that you are unsure of before asking a grown-up for help.

**Maths:**  and  groups

In the video(s) this week Mrs Fleming demonstrated three different activities that you can practise at home.

1. Adding 2 unseen numbers.  
Remember to put the bigger number in your head and count-on to get your answer.
2. Subtracting a smaller number from a bigger number, again when the numbers are unseen.
3. Making equal groups of 2 and laying them out in an array.

Remember **X** means 'groups of', 'sets of' or 'times'. Read these sums then lay out or draw the correct number of groups.

Record your sums in your jotters.

$$5 \times 2 = \quad (5 \text{ groups of } 2 =)$$

$$9 \times 2 = \quad (9 \text{ groups of } 2 =)$$

$$11 \times 2 = \quad (11 \text{ groups of } 2 =)$$

Practise more of your own.

Try making

$$2 \times 5 \quad (2 \text{ groups of } 5)$$

$$2 \times 9 \quad (2 \text{ groups of } 9)$$

$$2 \times 11 \quad (2 \text{ groups of } 11)$$

What did you find out?

Practise 2 times tables questions:

Topmarks – Hit the Button – Times

Tables - **x2**

and **x2** on the Mental Maths train.

[Hit the Button](#) [Mental Maths train](#)

**Use objects to make groups if you are unsure of the answers.**

**Keep practising counting in 2s.** Look for 2 on your 100 square. With a wipeable pen or counters, add on in 2s and mark the numbers you come too. **2, 4, 6, 8, etc** How far can you go?

**Maths:**  Group.

In the video(s) this week Mrs Fleming demonstrated three different activities that you can practise at home.

1. Adding on when the first number cannot be seen. Remember to put the bigger number in your head and count-on to get your answer.
2. Bunny Ears: Show me a number Put you hands on your head. Your grown up will say numbers from 0 to 10. Show them the numbers on your fingers. **After** each number look at your fingers to check you had the right number. Show your grown-up different ways to make some of the numbers.  
5 (5 + 0 or 4 + 1 or 3 + 2)  
8 (4 + 4 or 5 + 3) etc
3. Doubles plus one: With your hands on your head and no peeping, show your grown-up the doubles and each time tell them what it makes. "Show me 1+1, 2+2, 3+3, 4+4, 5+5". Repeat but this time show the doubles plus 1 more. "Show me 1+1 (+1more), 2+2 (+1more), 3+3 (+1more), 4+4 (+1more), 5+5 (+1more)".

Keep practising your **doubles** and **doubles plus 1**.

Practise some tricky doubles on Topmarks!

[Hit the Button - Doubles](#)

Listen to this song to help you learn them.

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

### Number games

For these number games you need a deck of cards. You could use an online pack [Deck of cards](#) (Click shuffle after each card)

#### The Biggest Number - Place value game

hundreds	tens	ones

Tens	Ones

Each player draws a place value grid, with an agreed number of places. e.g. hundreds, tens and ones or tens and ones (as shown above).

Use a deck of cards 2-10, Ace and picture cards. 2-10 are worth their digit, Aces are worth 1 and picture cards are worth 0.

Players take turns to draw a card from the pile, and each player chooses which column to record the number in. The winner is the person to have the biggest number recorded at the end of the game.

#### First to 100

Shuffle a pack of cards and place them face down. Each player takes one card and turns it over in front of them.

Record the number on the card (Ace is worth 1 and picture cards are worth 10).

Each player then takes a second card and adds the number to the first number, recording it on the paper. Use our 'counting-on' strategy to help you to 'add on'. Keep taking cards until the first

### Maths: 2D shape

We are learning about these 2D shapes: **square, circle, rectangle, hexagon, pentagon, triangle.**

In the video we looked at sorting 2D shapes.

For **question 3b** draw a set of 3 different pentagons. Remember a pentagon has 5 straight sides, so draw 3 different 5-sided shapes.

For **question 4a** count the sides on each shape and either write the letters in order or draw the shapes in order, from the fewest sides to the most sides. Write labels for each of the shapes.

For **question 4b** count the vertices on each shape and either write the letters in order or draw the shapes in order, from the fewest vertices to the most vertices. Write labels for each of the shapes.

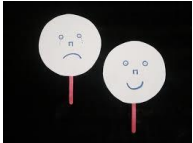
For **question 5** 1) draw shapes with 4 sides, 2) shapes with an odd number of vertices and 3) shapes with an even number of sides.

*It won't matter if you are using plain or squared paper but try to make the straight sides really straight.*

Last week we were introduced to another 2D shape, the **octagon**. Remember **oct** means 8. (as in an 8-legged octopus and an 8-sided shape!)



Try drawing and labelling an **octagon**. It's really tricky!

<p>Start at 50 and count down in 2s?  <b>50, 48, 46, 44 etc</b>          Try to do it without looking at the numbers?</p>		<p>person reaches 100. They are the winner.  <i>Lower the target number and remove some of the higher number and face cards to make the game easier.</i></p>	<p>Maybe you could draw a smiley octopus too!</p>
<p><b>H&amp;WB: Look on the Bright Side</b>          The way we look at things can affect how we feel. We can change how we feel by changing how we think.  <u>Game – Fortunately</u>          Form two teams or pairs. The members on one team are the ‘positives’ and the member of the others are ‘negatives’. Make sad face/ happy face signs to help you!</p>  <p>Start a story and let the two teams take it in turns to provide the next sentence. You might end up with something like this:  <i>One day when Jane was out walking in the forest, she found a lost dog.</i>  <b>Fortunately</b>, the dog was very cute.  <b>Unfortunately</b>, it was also wild, and it started to chase her. <b>Fortunately</b>, it chased her into a cave where she found lots of treasure. <b>Unfortunately</b>, the pirates who had stored it in the cave arrived just at that moment to collect it.  <b>Have fun inventing fortunately/ unfortunately stories.</b></p>	<p><b>Edenside Learners:</b>          Charlie and Emily are looking for <b>children who know what to do to improve their work.</b>          This week write down <b>four</b> things that you could do to make your work better.  <b>You could choose from the ideas below or think of targets of your own.</b>          Each time your grown-up thinks you have tried hard to improve your work, cut out one of the stars below and make it into a badge, stick it to your work or put it somewhere safe!          You might</p> <ul style="list-style-type: none"> <li>• Try to spell as many words as you can correctly.</li> <li>• Recite your poem without looking.</li> <li>• Write a few more sentences.</li> <li>• Check your work to make sure it makes sense.</li> <li>• Check the sizes of your letters.</li> <li>• Write all your numbers the right way round.</li> <li>• Make sure every sentence has a capital letter and a full stop.</li> <li>• Answer some mental maths questions correctly.</li> </ul>	<p><b>PE</b>          This week’s PE lesson 1 from Mr Stobie can be found here.           Just follow the link and find the lesson for P2, P3 &amp; P4 w/c Monday 25<sup>th</sup> January – Lesson 1.  <a href="https://edensidelearners.wordpress.com/">https://edensidelearners.wordpress.com/</a>           Mr Stobie is enjoying seeing you doing the PE challenges on our Facebook page. Let’s see if we can show him some more!</p>	<p><b>PE</b>          This week’s PE lesson 2 from Mr Stobie can be found here.           Just follow the link and find the lesson for P2, P3 &amp; P4 w/c Monday 25<sup>th</sup> January – Lesson 2.  <a href="https://edensidelearners.wordpress.com/">https://edensidelearners.wordpress.com/</a></p>

### **Topic: Kelso**

This week we are learning about Kelso and some of the main tourist attractions near where we live.

Use the links below, or information from books or the internet, to find out about **one** of them.

Make an information leaflet, poster, fact file or short film to show some of the facts that you have found out.

Remember to illustrate your work with drawings, pictures, or photos.

[A tour of Kelso](#)

[Kelso - the history and the square](#)

[Floors Castle](#)

[Visit Kelso](#)

[Hogarh's Mill](#)

[Border Ice Rink](#)

[Borders Events Centre \(Springwood\)](#)

### **Map reading**

We have been learning lots about reading maps. Click on the link below to find out about different types of maps.

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7>

### **Have a play with Google Maps.**

Can you see places in Kelso that you recognise?

[Google Maps Kelso](#)

**Look at the Kelso map below.** Mark these places using different colours or symbols then make a key for the map.

1. Edenside Primary School
2. The Old High School
3. The Health Centre
4. Kelso Abbey

Can you find and mark other places on the map?

**Draw a map of your own.** It might show your route to school and some of the things that you pass on the way. It might show Kelso Square with some of the main buildings.

Remember that there is not room for all the words on a map so you will need to use **symbols** and then a **key** to explain what they mean.

### **Scottish Wildlife**



Lots of birds and animals live in Scotland. One of the native animals is the **Badger**. Use the "**Badger Basics getting to know us**" section (5 files) in the link below to find information, play games and try fun activities. You could even make a badger mask!

With a grown up, answer these questions in sentences. Use your answers to make a poster or fact file about a Badger.

[Scottish Badgers - information and activities](#)

1. Where do badgers like to live?
2. What is a Badger's underground home called?
3. What markings do Badgers have?
4. What do badgers eat?
5. How long might a badger live?
6. What are some of the problems that a badger might face?

You can find more information about badgers on the links on our Resources page below. Add some of these facts and illustrate your work with a labelled photo, picture, or drawing like the one in "Things to do Badger Basics".

### **Scottish Food**

Robert Burns was born on 25<sup>th</sup> January 1759. To celebrate his birthday, people often have a Burns Supper. There are usually speeches, songs, Scottish music, and dancing, as well as a special meal which includes a main course of 'haggis, neeps and tatties'. Sometimes people begin the meal with a Scotch Broth or vegetable soup. Farmers in Scotland grow lots of vegetables including the ones in this recipe. This week try making some tasty, warming soup!

[Vegetable soup](#)

Ingredients

- 1 tablespoon of olive oil
- 1 small onion, peeled and chopped
- 4 carrots, peeled and chopped
- 2 potatoes, peeled and chopped
- 175g swede, peeled and chopped
- 1 400g chopped tomatoes
- 1 vegetable stock cube

Method

1. Heat the oil in a large pan. Add all the vegetables except the tomatoes. Fry gently for 5 minutes.
2. Dissolve the stock cube in 900ml of boiling water.
3. Add the stock and chopped tomatoes to the pan.
4. Simmer gently for 15-20 minutes or until the vegetables are tender.
5. Serve with vegetables chunky, or leave soup to cool then blend until smooth.
6. Re-heat gently. Add water if the soup is too thick.

**Badgers**

[Badgers underground](#)

[Badger facts](#)

**Burns' story, poems and activities.**

[Burns for Kids](#)

**Reading Resources and Literacy Games**

'Epic' <https://www.getepic.com/sign-in>

'Oxford Owl' <https://www.oxfordowl.co.uk/>

'Teach Your Monster to Read' <https://www.teachyourmonstertoread.com/>

**Number Games**

Topmarks:

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>

ict Games:

[Funky Mummy](#)



