

Your teacher will be available during the following times for a 'live' discussion on Facebook: Monday to Thursday 10-10.30am and 2.30-3pm; Friday 10-10.30am
 You can share work you have done with your teacher during our 'live' discussions, by posting a picture on our class Facebook page or by emailing the school.

Phonics
We are learning to recognise and say new sounds.

This week our sounds are:

g and **l**

Have a go at joining in with the songs and doing the actions in these videos:

g -
<https://www.youtube.com/watch?v=wil16fMP1r1Q>

l -
<https://www.youtube.com/watch?v=x9g8TcpiAaw>

Geraldine the Giraffe can show you some words which begin with these sounds:

g -
<https://www.youtube.com/watch?v=P2DdC5Q6D64>

l -
<https://www.youtube.com/watch?v=sq-q2izM78c>

Can you find any objects in your house which begin with **g** or **l**?

There is a selection of activities below to help you practice your new sounds – choose 2 to try this week.


Common Words
We are learning to recognise, read and write new common words.

This week our common words are:

go got get

We would like you to try to read these words and to find them in books you have at home.

There is a selection of activities below to help you practice your words – try to do 2 of them this week.



Reading
We are learning to recognise and read words we know within a text.

This week our reading is about a Firefighter.


Talk to an adult about what you know about a Firefighters job.

Do you know what they wear?

Do you know what equipment they use?

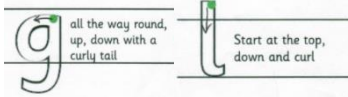
Task 1
 Click on the link to read the book. An adult can read it to you, or you can click the 'listen' buttons on each page. As you listen try to point to each word as it is said. Being able to track the words as we hear/say them is an important skill when learning to read.

<http://teacher.scholastic.com/commclub/firefighter/index.html>




Writing
We are learning to form letters correctly.
We are learning to write words using the five-finger approach.

Letter formation: To help you form this week's sounds correctly, watch your teachers' video on Facebook then have a go!



Now we would like you to try using the sounds you have learned to make words. When you're making a word remember the 'five-finger approach' and you can also watch your teachers' video on Facebook explaining how to do this. Here is a list of words you could try to make:

get	nag	lap	lad
peg	let	lit	gap
lag	lip	gig	let



		<p><u>Task 2</u> Look at the book again. Choose one of the pages. How many words can you read by yourself? Do you recognise some of the common words we have learned?</p> <p><u>Challenge</u> – if you want to challenge yourself, see how many words in the sentences you can read! Can you read a whole sentence? You might only be able to read some of the common words, or you might be able to sound out some other words using the sounds we have learned so far.</p>	<p>Dictation: In school, we write dictated sentences. This is where the adult slowly reads a sentence to a child – breaking it down to one word at a time - while the child writes. When writing a sentence, it is important to make sure there is a capital letter at the beginning and a full stop at the end of your sentence. If you would like, have a go at this dictation sentence:</p> <p>The ant is in the pan.</p>
<p><u>Maths 1</u> Today, in our Maths video on Facebook, we will be practising:</p> <ul style="list-style-type: none"> • Saying the number word after • Counting items in 2 screened collections • Flashing pair-wise ten frames <p>We are learning how to make equal groups (with multiples of 2).</p> <p><u>Follow up task:</u> Complete the SEAL assessment for this week and share with your teacher. This is an important piece of work as your teacher would like to see how you are progressing with your maths home learning. Please email a photo of your child’s completed work to the school email address edensideps@scotborders.gov.uk by</p>	<p><u>Maths 2</u> Today, in our Maths video on Facebook, we will be practising:</p> <ul style="list-style-type: none"> • Using a numeral track within 20 • Saying the number word after • Making equal groups (with multiples of 2) <p>We are learning to share and subitise small groups of items. How many do you see? How do you see them?</p> <p><u>Follow up task:</u> Gather up some stones, buttons or beads, whatever you have to hand. Throw them gently to the ground. How many do you see? How do you see them? Discuss with an adult or</p>	<p><u>Maths 3</u> Today, in our Maths video on Facebook, we will be practising:</p> <ul style="list-style-type: none"> • Organising 2 equal groups • Counting items in 2 screen collections • Making equal groups (with multiples of 2) <p>We are learning to say the number word before a given number.</p> <p><u>Follow up Task:</u> Make your own number cards 1-20 or 1-30. Lay them face down on the table. Ask an adult or older sibling to play with you. Draw a card, read the number and say the number that comes before. Next, it’s your partner’s turn. Keep going until all the cards have been used.</p>	<p><u>Maths 4</u> Today, in our Maths video on Facebook, we will be practising:</p> <ul style="list-style-type: none"> • Saying the number word before • Counting items in two screened collections • Flashing pair-wise ten frames <p>We are learning to recognise and discuss differences and similarities between objects on our ‘Which one doesn’t belong?’ task.</p> <p><u>Follow up task:</u> Cut out the ten frames attached to practise flashing them with an adult or older sibling. Take turns flashing one another and make sure your adult gets the right answer! Have a go at playing this fun ten frame game. Listen to the question and try</p>

Thursday afternoon. In the subject box please write "Maths for Mrs White".

sibling. How many do you have altogether?
Note to adults: This activity practises subitising, or the ability to discern an amount without counting. Practising subitising and then counting on to get a total helps to develop children's number sense.
Play the 'missing apple' game if you would like to. Click on the apple with the missing number on it.

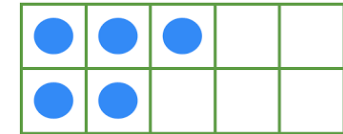
<https://pbskids.org/curiousgeorge/busyday/apples/>



Note to adults: The concept of before is tricky for lots of children. The use of a hand tower going up to count on and moving down to count back can help children understand the difference between before and after. This video helps you count forwards and backwards 1-30. There are some groovy moves to do while you count!
<https://www.youtube.com/watch?v=W Huuuh9GgP8>



your best to answer!
<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>
Please sing along to this Counting in 2s song to count up to 20
<https://www.youtube.com/watch?v=eT CcqQxT5Gk>



Health and Wellbeing - Fire Hazards
We are learning to identify possible hazards in the home and how to make them safe.

This week we are learning about the Fire Service. In this video, Fireman Sam tells us about fire hazards in the home and what to look out for:

<https://www.youtube.com/watch?v=UGnW8yQBeNO&t=362s>



Health and Wellbeing - Calling 999
We are learning how to make an emergency call to keep ourselves and others safe.

It is very important to know what to do if you ever see a fire. The following steps are what you should do in a fire emergency, talk with an adult about these:

1) When there is a fire emergency, you phone **999**. Look at a phone and see if

PE 1 Crossing the Midline
We are learning to move our body in different ways across our midline.
In school, we practise activities which involve crossing the midline. The body's midline is an imaginary line down the centre of the body that divides the body into left and right. Crossing the body's mid-line is the ability to reach across the middle of the body with the arms and legs. It is an important skill needed for tasks such as writing. Have a go at some of these activities:

Cross Crawl: Sit on your bottom with your legs crossed. Bring your hands up in

PE 2 Mr Stobie's Challenge
We are learning to manage and control our bodies.
We are developing our throwing skills.

This week Mr Stobie has 2 PE challenges for you!

The first one is to improve your agility and the second is a throwing activity.

Click on the link below and look for 'Nursery & P1 week 5'.

There will be a lesson 1 and a lesson 2.

Talk to an adult about these questions after you have watched the video:

- How can an iron be dangerous? *How can you make it safe?*
- How can plugs and sockets be dangerous? *How can you make them safe?*
- How can open windows be dangerous? *What can you do to be safe?*
- How can pots on the stove be dangerous? *How can you make them safe?*
- How can a hot pan be dangerous? *How can you make it safe?*
- How can candles be dangerous? *What should you do to be safe?*

you can find the 9 and the call button.



2) When you phone 999, the operator will ask you which service you require as this is the number you call for all emergency services (police, fire and ambulance). You would tell them there's a fire.

3) Once you've told the operator that there's a fire emergency, they will ask for your address/town as they need to know where to come. Practise saying your address with an adult.

4) The operator will then ask what is on fire. Tell them what you see. After this, the fire services will be on their way.

Watch this video which shows you how to carry out these steps:

https://www.youtube.com/watch?v=fTb_jCnbutk

It is also VERY important to make sure you only dial 999 if there is an EMERGENCY. You should never call 999 if there is not an emergency.

Look at the following statements with

front of your face. Touch your right knee with your left hand and bring your hand back up to in front of your face. Touch your left knee with your right hand and then back up to your face. Repeat. You can also touch opposite shoulders. Or you could stand and lift up your legs – touching your opposite knees.



Lazy 8: Using a pencil/crayon/chalk/stick with ribbon attached practise forming a lazy 8 (sideways 8, or 'infinity' symbol). Repeat lots of times.



Back-to-back passing: Sit back-to-back with someone. Practise passing an object, such as a ball, behind you to your partner and continue back and forth.


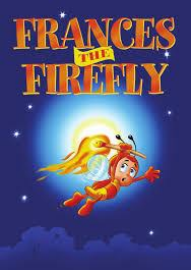



<https://edensidelearners.wordpress.com>

Mr Stobie would love to see how you get on with your PE challenges – post pictures on our class Facebook page for him to see!

Have fun!



	<p>an adult and decide whether you would call 999 for the scenario or not:</p> <ul style="list-style-type: none"> • My doll’s head has fallen off • Our smoke alarm is bleeping, and I can smell smoke • My big sister knocked over a candle and the curtains are on fire • My paddling pool needs to be filled up 		
<p><u>All about a Firefighter</u> We are learning to understand the ways in which people help us in our community.</p> <p>Firefighters play a very important part in their communities.</p>  <p>Watch this video where some Firefighters explain what they do as part of their job and demonstrate some of the equipment they use.</p> <p>https://vimeo.com/508335287/053a09de72</p> <p>Talk to an adult about what you saw in the video.</p>	<p><u>Fire is dangerous</u> We are learning to assess and manage risk to keep ourselves and others as safe as possible.</p> <p>Listen to the story of Frances the Firefly:</p> <p>https://www.youtube.com/watch?v=9Z0SQBypMaI</p>  <p>What do you think about what Frances did? What should she have done?</p> <p>What would you do if your friends asked you to do something dangerous?</p>	<p><u>Fire Safety role play</u> We are learning to assess and manage risk to keep ourselves and others as safe as possible.</p> <p>We are learning to use drama to explore real situations, helping us to understand our world.</p> <p>Fire can be very dangerous, and it is important that we know what to do if our clothes were to catch fire (although this is extremely unlikely, it is still important to know what to do). Fire gets bigger with more air – so if your clothes were on fire and you started running, that would give the fire more air and the flames would get bigger.</p> <p>The best thing to do is STOP! Fire also wants to travel upwards, which would be towards your head.</p>	<p><u>Art</u> We are learning to choose appropriate materials to solve a design problem.</p> <p>We are learning to choose a variety of colours and shapes to create a scene related to our topic.</p> <p><u>Option 1</u></p> <p>Can you make a junk model of a Fire Engine?</p> <p>Think about what you saw in the video – what special features does a fire engine need to have? How can you make these from junk you have in your house?</p>  <p><u>Option 2</u></p>

Can you name 3 emergencies the Fire Service might help at?

Can you name 3 pieces of equipment on a Fire Engine?

Can you name 3 pieces of safety clothing a Firefighter wears at an emergency?

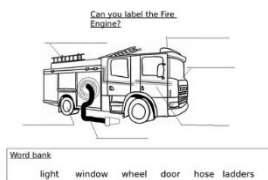
Option 1

Draw a picture of a Firefighter and label the clothes he is wearing. There is a template at the end of the grid for you to use if you'd prefer.



Option 2

Draw a picture of a Fire Engine and label some of the equipment Firefighters use. There is a template at the end of the grid for you to use if you'd prefer.



What should you do if you find matches or a lighter?

Frances has a rhyme she would like you to remember

“Matches, Lighters, never touch, they can hurt you very much”

Could you learn this and teach someone else in your home?

Design a poster telling people not to play with matches and lighters.

- Make your poster colourful and eye-catching
- Include a short message
- Include a picture

OR

Colour in the picture of Frances the Firefly at the end of this grid.



The next thing to do is **DROP** to the ground.

Finally, the best way to put the fire out is to tuck your arms in and **ROLL** over lots of times.

Put those three things together and you have – **STOP, DROP and ROLL!**

Afterwards you should tell an adult what happened.

Watch this video for a demonstration then have a go!

<https://www.youtube.com/watch?v=O2iAO2651o8>

Here is a song to help you remember: (to the tune of Three Blind Mice)

Stop, Drop, Roll,
Stop Drop, Roll,
Here's what to do,
If this should happen to you,
If ever your clothes should catch alight,
Don't you panic and run in fright,
Because you know that it wouldn't be right,
You stop, Drop, Roll.

Fire is very, very hot. What colours do you think of when you think of fire?

1) create a background of fire using paint, crayons, felts, coloured paper etc...

2) cut out a silhouette of a building from black paper or draw a building and colour it in black.

3) stick the silhouette onto your fire background



Get creative and share photos of your work on our class Facebook page.

Phonics/common word activities:



form the letter/word in trays filled with sand/rice/salt/flour/shaving foam

make the letter/word from play-doh



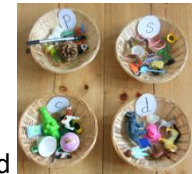
make the letter/word using pebbles/stones/twigs

rainbow write your common words by writing each letter in a different colour



paint the letter/word using water or paint

find objects around the house that begin with the sound



play hopscotch and write your sounds or words in the boxes instead of numbers



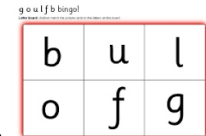
write the letter/word using chalk



Play Kim's game with your sounds or words (look, cover, which one is missing?)

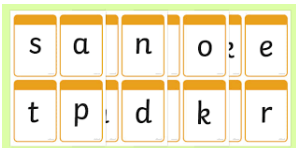


Play bingo with your sounds/words



Play word/sound snap with homemade cards

Play this online game (select Phase 2 words): <https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>



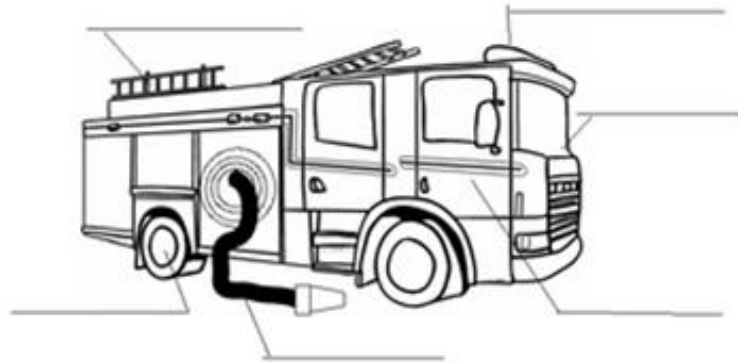
Type your words on a laptop/tablet

FRANCES
THE
FIREFLY



SAYS NEVER PLAY
WITH MATCHES

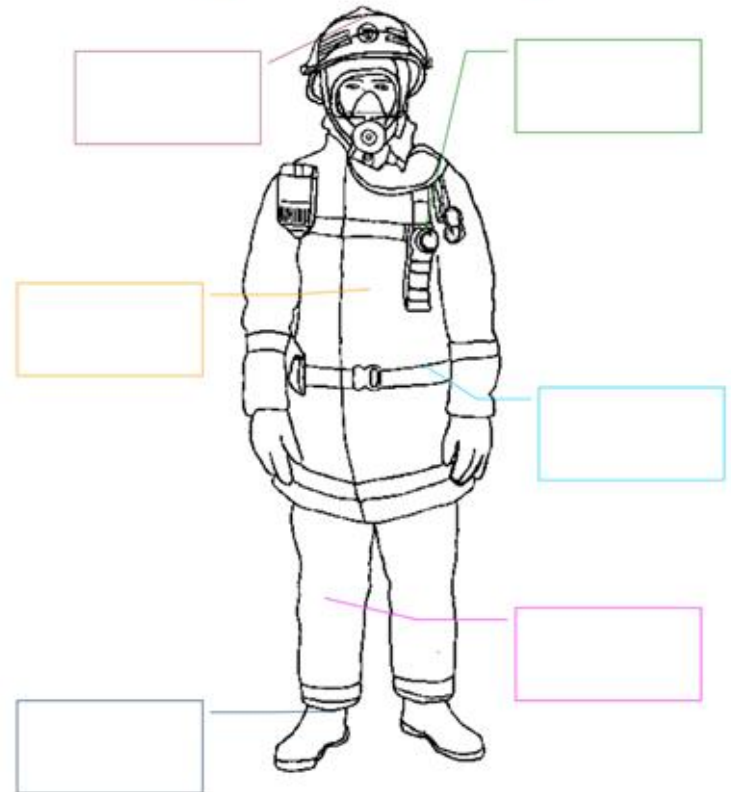
Can you label the Fire Engine?



Word bank

light window wheel door hose ladders

Can you label the fire fighter?



Can you find the missing label?

hat boots trousers jacket torch

P1 SEAL Mini Assessment Week 5

Task 1 – Sort these counters into two equal groups. How many counters are in each group? Use materials at home to help such as raisins, buttons, pasta, etc.

a)  _____

b)  _____

c)  _____

Task 2 – Under these screens, there are some counters. How many counters are there altogether?

a)  +  _____ ?

b)  +  _____ ?

Task 3 What is the number before.... (you could use your backwards hand tower - downwards direction - to help)

- a) **7?** _____
- b) **11?** _____
- c) **18?** _____
- d) **20?** _____

How much adult support was provided? Scale: 1 = minimal, 5 = fully supported (please tick)

1	2	3	4	5
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