

Phonics

We are learning how sounds work together to help us when we read and write.

We are learning the **ai** sound this week. Here is the action:



This is the link to the song for the 'ai' sound:

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

Can you find any objects in your house with the 'ai' sound? Geraldine the Giraffe will help you:

<https://www.youtube.com/watch?v=Fb mpw192MSg>

Task:

Common Words

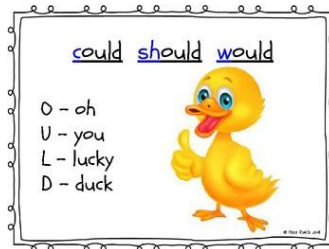
We are learning to spell the most commonly used words correctly.

This week our common words are:

said big could

Two of these are tricky words to learn because we can't sound them out. One strategy we looked at in week 3 was the word shape. Another strategy is to use a 'mnemonic'. A 'mnemonic' is a short rhyme to help us remember the spelling of the word.

To learn how to spell words with 'ould', like 'could', here is a rhyme you can use:



To learn how to spell 'said', here is a rhyme you can use:

Reading

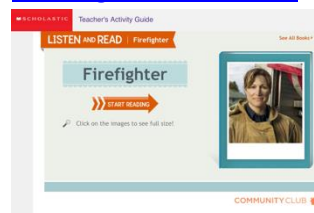
We are learning to use strategies to make meaning of what we read.

This week our reading is about a Firefighter.

As last week I would like you to try to read as much of the book by yourself as you can.

Task 1: This first time you read the book you can listen to each section by clicking the 'listen' buttons on each page; point to the words as you listen. You can answer the questions at the end of the book to see how well you have paid attention.

Click on the link below to read the book: <http://teacher.scholastic.com/commclub/firefighter/index.html>



Task 2: Read the book again, but this time **do not listen** to the words, try to read as much of the book as you can by yourself. There are lots of words on the pages that you will know.

Writing

We are learning to write independently, in sentences, using the correct punctuation.

For writing this week I'd like you to write a short safety story. There is a larger version of the following table at the end of the grid – you do not need to print it out.

Can you write a safety story using a dice?		
Character	Setting	Problem
A small boy	House	Matches left on side and child plays with them
A small girl	School	Lighter left on side and baby plays with it
Mum	Boat	Baby picks up a box of matches and plays with them
dad	Shop	Candle left on and it catches fire
Grandparent	Forest	Lit cigarette left on the chair which falls onto carpet
Pet Dog	Tent	There is no smoke alarm

Roll the dice once and whatever number it lands on will give you the character you need to include, repeat this twice more to give you the setting and the problem. Now write your story ensuring you include these three things!

To create your story, roll the dice once and whatever number it lands on will give you the character you need to include. Repeat this twice more to give you the setting and the problem. Then write your story ensuring that you include these three things.

****Remember to keep in mind our writing targets****

I can use a capital letter.

A B C D E F G

- Think of 6 'ai' words.
- Draw a picture for each one and write the word below it.
- Then choose 2 of your pictures/words and write a 'super' sentence for each.

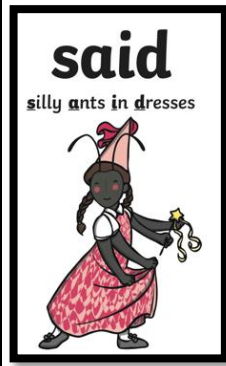
A 'super' sentence is one which is interesting and has detail.

A sentence: It is raining today. ✘

A 'super' sentence: It is raining today and I am going to jump in some puddles! ✔

Remember to start and finish your sentences correctly.

Challenge – write more than 2 'super' sentences.



Task:

Rainbow write your words 3 times. Try to spell the word from memory, don't copy it!



If there are some tricky words, think of the strategies we use in class:

- Look at the picture
- Sound out the word
- Look at the word shape
- Read the sentence again
- Break the word into syllables

Adults: As last week, I want the children to be confident in recognising words that they know and to not be scared to have a try at reading words they don't know! Be patient while they recognise/sound out words and help them with the trickier ones!

I can use a full stop. ●

I can use finger spaces. ☞

I can write on the line.

Write on the line ✘
Write on the line! ✔

I can read my writing. 📖

Maths 1

We are learning to recognise and order 2-digit numbers.

In our Maths video on Facebook (P2 week 5 maths 1) we will be:

- saying short number sequences forwards and backwards
- ordering 2-digit numerals
- recognising numerals

New learning:

We will be counting items in a row with some items screened.

Task:

1) Complete the SEAL assessment at the end of the grid 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 Thursday afternoon. In the subject box please write "Maths for Mrs White".

2) Play Coconut ordering on Top Marks

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

Maths 2

We are learning to use our knowledge of the order of numbers to identify missing numbers on a 100 square.

In our Maths video on Facebook (P2 week 5 maths 2) we will be:

- using a numeral track to count
- identifying hidden numbers on a 100 square
- identifying numbers on a blank 100 square using our knowledge of near numbers

New Learning:

We will be using counters to identify missing numbers in addition sums.

Task:

1) Using a 100 square choose a number between 1 and 30. Write that number down then, without looking at your hundred square, write down the next numbers if you were counting in 10s. So, if I chose 26, I would then write down 36, 46, 56, 66, 76, 86 and 96.

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

2) Top Marks Paint the Squares

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

- choose 'Pick a Puzzle' lines or cross and work out the missing numbers.

Maths 3

We are learning to count in 2s, 5s and 10s.

In our Maths video on Facebook (P2 week 5 maths 3) we will be:

- counting in 2s, 5s and 10s
- using a numeral track to count in 2s, 5s and 10s
- using a 100 square to identify patterns when counting in 2s, 5s and 10s

New Learning:

We will be combining and counting equal groups.

Task: There are 3 options today – do any 1 or do all 3!

Option 1

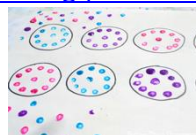
Play this game to fill in the missing number in 2s

<https://www.mathsisfun.com/numbers/fill-missing.php?g=2s100&name=Skip%20Counting%20by%202s%20to%20100>

Option 2

An art lesson which involves counting in 10s

<https://creativefamilyfun.net/math-art-skip-counting-pointillism/>



Option 3

Join in with this counting in 5s song

<https://www.youtube.com/watch?v=Ee mieA2Dijw>

Maths 4

We are learning to use our knowledge of numbers to solve a problem.

You will need the numbers 1 to 10 written on pieces of paper.

Pairs of Numbers



1) If you have ten counters numbered 1 to 10, how many can you put into pairs that add to 10?

Can you use them all? Write down all the pairs you made.

Write down any numbers that were left over.

2) Now put the counters into pairs to make 12.

Can you use them all? Write down all the pairs you made.

Write down any numbers that were left over.

3) Now put the counters into pairs to make 13.

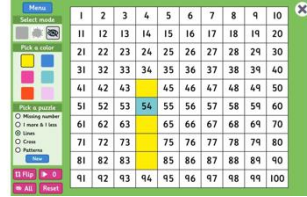
Can you use them all? Write down all the pairs you made.

Write down any numbers that were left over.

4) Now put the counters into pairs to make 11.

Can you use them all? Write down all the pairs you made.

Write down any numbers that were left over.



Was there any number that you could find pairs for using all the numbers from 1 to 10? Or were there always numbers left over?

Health and Wellbeing

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=UGnW8yQBeN0&t=362s>



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?*

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 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

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 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.



PE 2

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 'P2, 3 & 4 week 5'.




There will be a lesson 1 and a lesson 2.

<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!



<ul style="list-style-type: none"> • How can pots on the stove be dangerous? <i>How can you make them safe?</i> • How can a hot pan be dangerous? <i>How can you make it safe?</i> • How can candles be dangerous? <i>What should you do to be safe?</i> 	<p>know where to come. Practise saying your address with an adult.</p> <p>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.</p> <p>Watch this video which shows you how to carry out these steps: https://www.youtube.com/watch?v=ftb_jCnbutk</p> <p>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.</p> <p>Look at the following statements with 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>Lazy 8</u>: Using a pencil/crayon/chalk/stick with ribbon attached practise forming a lazy 8 (sideways 8, or 'infinity' symbol). Repeat lots of times.</p>  <p><u>Back-to-back passing</u>: Sit back-to-back with someone. Practise passing an object, such as a ball, behind you to your partner and continue back and forth.</p> 	
<p><u>All about a Firefighter</u></p> <p><i>We are learning to understand the ways in which people help us in our community.</i></p> <p>Firefighters play a very important part in their communities.</p>	<p><u>Fire is dangerous</u></p> <p><i>We are learning to assess and manage risk to keep ourselves and others as safe as possible.</i></p> <p>Listen to the story of Frances the Firefly: https://www.youtube.com/watch?v=9Z0SQBypMal</p>	<p><u>Fire Safety role play</u></p> <p><i>We are learning to assess and manage risk to keep ourselves and others as safe as possible.</i></p> <p><i>We are learning to use drama to explore real situations, helping us to understand our world.</i></p>	<p><u>Art</u></p> <p><i>We are learning to choose appropriate materials to solve a design problem.</i></p> <p><i>We are learning to choose a variety of colours and shapes to create a scene linked to our topic.</i></p> <p><u>Option 1</u></p>



Watch this video where some Firefighters explain what they do as part of their job and demonstrate some of the equipment they use.

<https://vimeo.com/508335287/053a09de72>

Talk to an adult about what you saw in the video.

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 to 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.



What do you think about what Frances did? What should she have done?

What would you do if your friends asked you to do something dangerous?

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.

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.

The best thing to do is **STOP!** Fire also wants to travel upwards, which would be towards your head.

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)

Can you make a junk model of a Fire Engine?

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?

Here are some ideas to help you.



Option 2

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

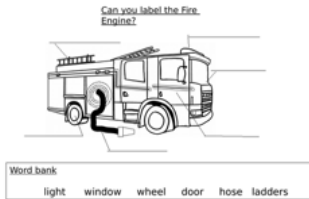
- 1) create a background of fire using paint, crayons, felts, coloured paper etc...
- 2) cut out a silhouette of a building from black paper or draw a building and colour it in black.
- 3) stick the silhouette onto your fire background



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

Option 2

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



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.

Your teacher will be available during the following times for a 'live' discussion: Monday to Thursday 10am –10.30am and 2.30pm-3pm; Friday 10am-10.30am

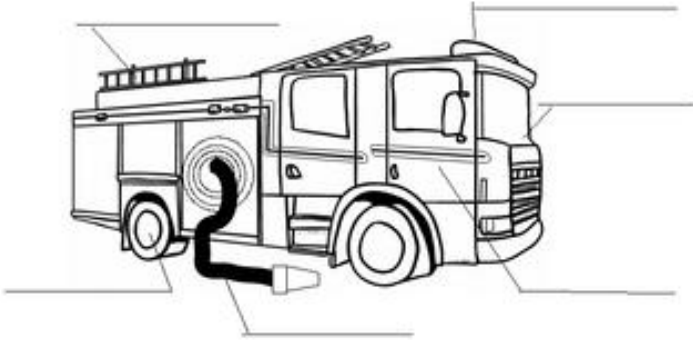
You can share the work you have done with your teacher during our 'live' discussions, by posting on our class Facebook page or by emailing the school edensideps@scotborders.gov.uk

FRANCES
THE
FIREFLY



SAYS NEVER PLAY
WITH MATCHES

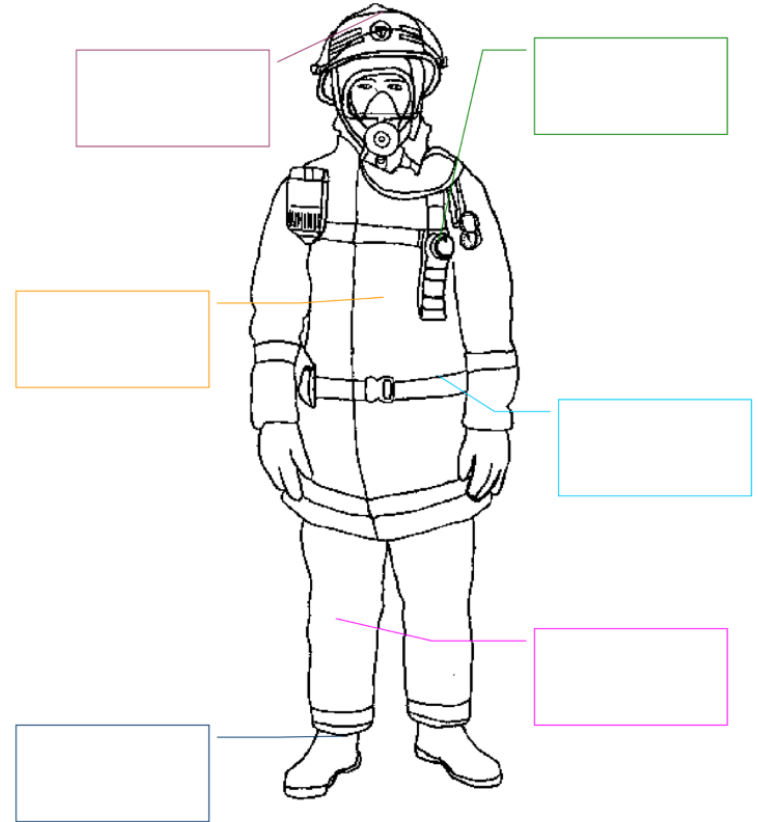
Can you label the Fire Engine?



Word bank

light window wheel door hose ladders

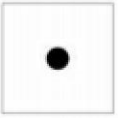



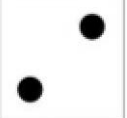



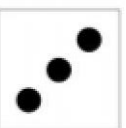



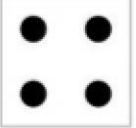
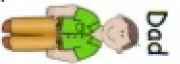

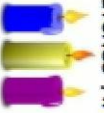
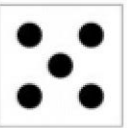
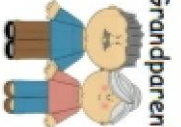


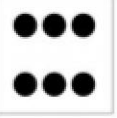



Can you label the fire fighter?



Can you find the missing label?

hat	boots	trousers	jacket	torch
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Can you write a safety story using a dice?

	Character	Setting	Problem
	 A small boy	 House	Matches left on side and child plays with them 
	 A small girl	 School	Lighter left on side and baby plays with it. 
	 Mum	 Boat	Baby picks up a box of matches and plays with them 
	 Dad	 Shop	Candle left on and it catches fire 
	 Grandparent	 Forest	Lit cigarette left on the chair which falls onto carpet 
	 Pet Dog	 Tent	There is no smoke alarm 

Roll the dice once and whatever number it lands on will give you the character you need to include, repeat this twice more to give you the setting and the problem. Now write your story ensuring you include these three things!

P2 Assessment Week 5

Task 1: Fill in the missing numbers on this number square. Try not to use your hundred square!

41	42		44		46		48		
31			33		35	36	37		39 40
21	22		24	25		27	28		
	12	13		15	16		18		20
1	2		4		6			9	

Task 2: These are parts of a hundred square. Fill in the missing numbers.

	63	

	55	

	89	

Task 3: Counting in 2s. Fill in the missing numbers here:

2			8			12			18	
---	--	--	---	--	--	----	--	--	----	--

Task 3: Counting in 5s. Fill in the missing numbers here:

5		15				35				
---	--	----	--	--	--	----	--	--	--	--

Task 3: Counting in 10s. Fill in the missing numbers here:

10				50						100
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How much adult support was provided? Please tick. Scale: 1 = minimal, 5 = fully supported

1	2	3	4	5
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