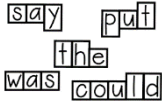


P2WB – w/c 8th of February 2021 – BIG question is: Does what people do really make a difference?

<p>Phonics 1</p> <p>We are learning to use the sounds we know to help us to spell new/unfamiliar words.</p> <p>-This week we will be revising the sounds we have learned over the last few weeks.</p> <p>-What new sounds can you remember learning?</p> <p>-We have learned, 'ay', 'ea' and 'ow'.</p> <p>-Watch and join in with the 2 lesson introduction videos on our Facebook page.</p> <p>-Complete as many of the tasks below as you can using the sheets attached at the bottom of this document.</p> <ul style="list-style-type: none"> • ea/ay/ow -word search • ay/ea/ow - draw and write worksheet • 'Get in Shape' - 'ow' worksheet <p><u>Extension:</u></p> <p>-Can you find 3 or more things in your house/garden that have the ay/ea/ow sound in them?</p> <p>- If you would like to, you can share these on our FB page or email them to the school.</p>	<p>Common Words 2</p> <p>We are learning to spell the most commonly used words correctly.</p> <p>-This week we will be revising the common words we have learned over the last few weeks.</p> <p>-Using the 'Common Words' sheet (attached), try to read as many words as you can.</p> <p>*It is fine to sound these words out to begin with but keep practising until you recognise them instantly.</p> <p>- Now cut up your words and place them all face down on a table. Turn one over at a time and try to read each word. Make a pile of the ones you know and a pile of the ones you are finding tricky. Focus only on the ones in your 'tricky' pile from now on.</p> <p>-How many of these words can you find in your books at home? Spend 15 minutes 'word hunting' and tick off and write all the words you can find (use a magnifying glass if you have one).</p> <p>-What word did you find the most often?</p> <p><u>Extension</u></p> <p>-Copy each word onto a post-it note and ask someone at home to hide them. How many words can you find and read?</p>	<p>Reading 3</p> <p>We are learning to use knowledge of sounds, letters, patterns and common words to read unfamiliar texts.</p> <p>-To find out more about firefighters, click on the following link to 'read along' with the story, 'Firefighter':</p> <p>http://teacher.scholastic.com/commclub/firefighter/index.htm</p> <p>-Firstly, click on each listen button and try to follow the story all the way through.</p> <p>-Next, try to join in with reading each page (you can pause the story at any point to give yourself more time to sound out tricky words).</p> <p>Below are some reading strategies you can use to help you:</p> <ul style="list-style-type: none"> • Look at the pictures for clues • Look at the beginning sound • Look at the final sound • Break the word into sounds and blend them together (e.g. c-r-ow) • Break the word into syllables (clap it) • Look at the shape of the word <p align="center">  </p> <p>*every child is learning to read at their own pace so it is absolutely fine to help your child to sound out any words they are finding tricky and encourage them to listen to the story again. You can also take turns to read until they build up their confidence (you read a page, then they read a page).</p> <p>-How many common words did you spot? Write down 10 or more that you found.</p> <p><u>Extension</u></p> <p>Have a go at reading this story: 'Oh No, George!':</p> <p>https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/oh-no-george/</p> <p>*Remember to use the reading strategies above to help you.</p>	<p>Writing 4</p> <p>We are learning to create and write our own sentences.</p> <p>- Find your dice and see if you can quickly recall all numbers by looking at the dots.</p> <p>- You have been making silly sentences before, can you remember any? Which character did you use? (WHO) Which setting? (WHERE)</p> <p>- This week we are going to write <u>serious</u> sentences which are to do with our safety.</p> <p>-We are going to use a problem to create a sentence. (WHAT)</p> <p>-Look at the writing sheet (attached) and read the instructions at the bottom of the page.</p> <p>Success Criteria: I can ...</p> <ul style="list-style-type: none"> • Use different sentence starters • Use 'and' or 'but' • Put a capital letter at the start of each sentence (and for any names) • Put a full stop at the end of each sentence • Read back my own writing <p>- Now roll your dice and enjoy writing!</p> <p>- Can you read back your work and give yourself two green and one pink tick using the list above (GREEN for GO, PINK for STOP AND THINK).</p>
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Numeracy Assessment

5

I can count in 2s, 5s and 10s

-Attached to this grid is a short Numeracy assessment based on recent learning.

-I would really appreciate it if you could ensure that your child completes this assessment.

-I need to be able to see what your child can do so please minimise your support (for this task only).

-You will need to read the questions for your child but the Numeracy should be done by them as much as possible.

-If your child is struggling with the assessment, please simply ask them to do the parts that they can.

-If you would like to help your child to complete the assessment, this is fine but please indicate the level of support given using the 0-5 scale at the bottom of the assessment sheet.

-To keep this confidential, please email a photo of the completed assessment

with your child's name on it to the school by Thursday afternoon (if possible). The school email address is: edensideps@scotborders.gov.uk

-Please make the subject of your email, 'Mrs Whittaker 's Maths'.

Thank you in advance for your support with this. The assessment results will inform future planning and next steps.

Numeracy

6

We are learning to count backwards in 5s and 10s.

-We learn to count backwards because it helps us to subtract and divide.

-Please sing the songs below to help you with counting backwards in 5s and 10s.

-If you re-visit the songs throughout the week it will really help you to remember.

-Try to sing a song each day.

Counting backwards in 5s:

<https://www.youtube.com/watch?v=ZvincYg0pHo>

Counting backwards in 10s:

<https://www.youtube.com/watch?v=7stosHbZZZg>

-Complete the worksheet (attached).



Extension

-Can you count back from 100 in 5s?

-Can you count back from 150 in 10s?

Numeracy

7

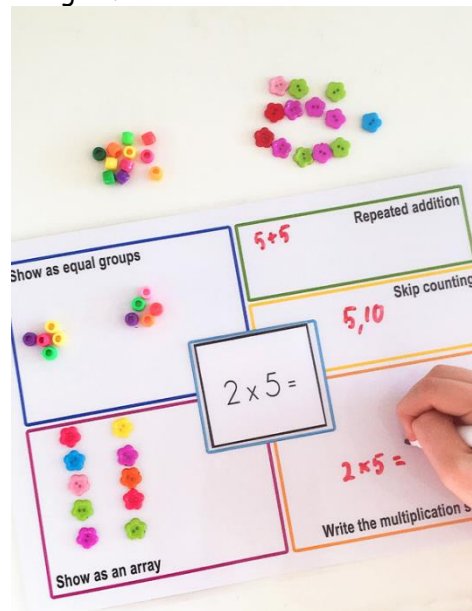
We are learning to use different strategies to help us to multiply.

-Watch and listen carefully to the 'Multiplication Strategies' video on our FB page.

-Now use the grid (attached) to solve the following 3 problems:

- $2 \times 10 = ?$
- $3 \times 5 = ?$
- $3 \times 2 = ?$

*You can either print the grid 3 times, get copies from the school or use one grid and rub out your pencil and re-use the grid.



Maths

8

We are learning to use a variety of coin combinations to pay for items and give change.

- Watch the video by Miss Paterson about giving change:

<https://vimeo.com/user133025286/download/509242148/2b548665c5>

-Can you become a shopkeeper? For this game, you need some coins: 1p, 2p, 5p, 10p and 20p. If you don't have any you can draw the coins or make cards.

-Find some items that you are going to sell to people in your house and label how much each item costs, up to 20p. Ask people in your home or pretend some of your toys are buying them, e.g. Barbies and teddies, and work out if they are to get any change and if so, how much?

e.g. $20p - 5p = 15p$

-If you need a helping hand with recognising which coin is which, click on the link below:

<https://www.youtube.com/watch?v=dFzAU3u06Ps>

***a 0-30 numberline it attached to help you to work out how much change each customer should get.**

Extension

Can you try using bigger numbers up to 30p? e.g. $30p - 25p = 5p$

H&WB 9

We are learning about fire safety.

Do you remember what you learned about electricity last week?

Watch this video <https://www.youtube.com/watch?v=UGnW8yQBeN0&t=362s> in which fireman Sam tells us about fire hazards in the home and what to look out for.

-After watching the video discuss with an adult the following questions:

- How can plugs and sockets be dangerous?
- How can you make them 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?

-With an adult read and discuss the worksheet about **Fantastic Firefighters** and try to answer the questions.



H&WB 10

We are learning what to do in case of a fire.

-At school we have practised the fire drill. Do you remember who is standing in front and behind you in the alphabetical line up?

-When we all practise fire safety, it is unlikely there will be a fire. However, like at school, it is important that we know what to do in case we see a fire.

-Watch this video of a boy who calls the Emergency Services because there is a fire in his kitchen.

-Can you hear the fire alarm going off in the background?

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

-Think back of what you have seen in the video and talk through the following steps on the **Calling 999** worksheet.

-Look at the following statements and decide whether you would call 999 for the scenario or not:

- 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

-> Can you think of some other situations when you would need to phone 999 for the fire brigade?



PE 1 11

We are learning to manage and control our bodies.

This week's PE learning and challenge from Mr Stobie can be found here:

<https://edensidelearners.wordpress.com/>

Just follow the link and find the post for **P2, P3 & P4 - PE Week beginning 8th February - Lesson 1**

PE2 12

We are developing our throwing skills.

This week's PE learning and challenge from Mr Stobie can be found here:

<https://edensidelearners.wordpress.com/>

Just follow the link and find the post for **P2, P3 & P4 - PE Week beginning 8th February - Lesson 2**

Community 13
We are learning to understand the ways in which people help us in our community.

All about a Firefighter

Firefighters play a very important part in their communities.



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 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.

Community 14
We are learning to assess and manage risk to keep ourselves and others as safe as possible.

Fire is Dangerous

Listen to the story of Frances the Firefly:

<https://www.youtube.com/watch?v=9ZOSQBypMal>



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.

Community/Drama 15
We are learning to assess and manage risk to keep ourselves and others as safe as possible.

We are learning to use Drama to explore real situations, helping us to understand our world.

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. 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 gives 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 best 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!**

Community/Art and Design 16
We are learning to choose appropriate materials to solve a design problem. We are learning to choose a variety of colours and shapes to create a scene related to our topic.

Option 1

Can you make a junk model of a Fire Engine?



Think about what you saw in the video (box 13) – what special features does a fire engine need to have? How can you make these from junk you have in your house?

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





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.

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

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: 1.45pm-2.15pm (Mrs Ballantyne)

Fridays: 1.30pm-2pm (Mrs Whittaker)

For each phoneme, draw 3 pictures and write the word to go with them.

ay



ea



ow



ea / ay / ow

s	k	c	e	i	y	i	e	t	d	w	a
t	n	a	o	a	e	e	n	e	r	e	e
a	o	o	d	o	a	f	w	m	w	h	a
y	w	o	w	t	r	o	e	n	f	r	t
i	t	t	f	s	m	s	e	d	b	o	i
n	o	r	s	s	a	s	f	e	t	e	n
g	j	t	a	t	g	n	w	a	c	n	g
b	p	d	h	y	e	o	t	n	t	e	e
s	l	b	y	r	r	a	e	d	e	o	t
t	a	o	n	g	o	s	r	a	w	a	y
m	y	e	w	a	i	w	m	n	e	a	h
d	n	o	t	t	r	d	p	n	u	o	r

Words to find:

away, bean, blow, eating, grow, know, neat, play, snowman, staying, tear, throw, today, tray, year.

Get in Shape

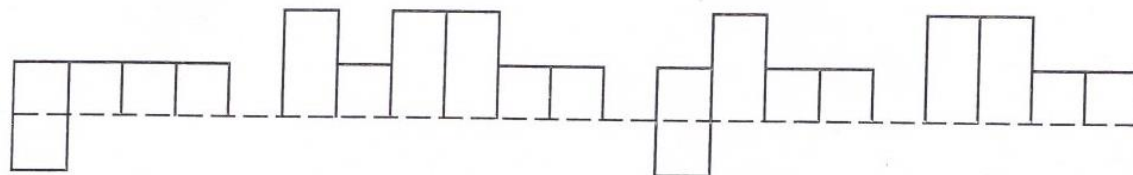
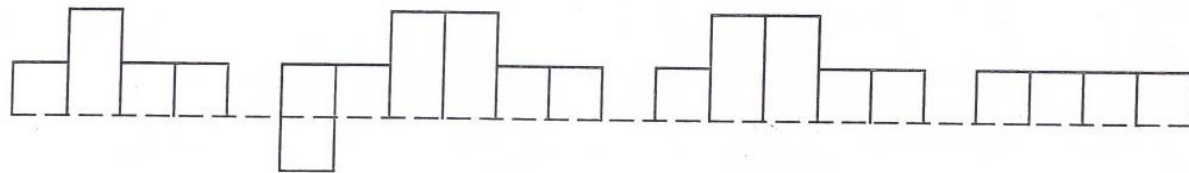
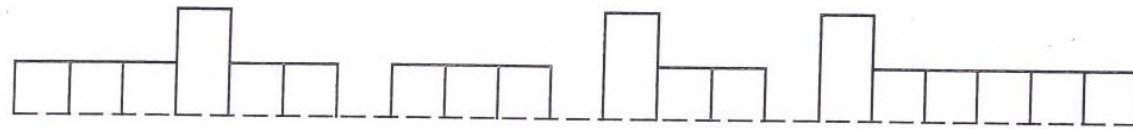
o
ow

Fit the word into the right shape.

crow slow glow hollow

elbow grow tow window









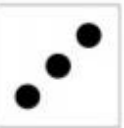



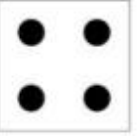



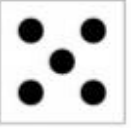
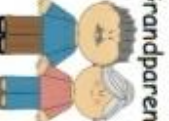


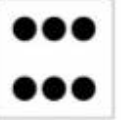



mow flow yellow burrow



Common words

said	could
her	before
day	away
always	today
each	ask
year	eat
yellow	grow
again	food

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!

Fill in the missing numbers.

1)

10		30			60		80
----	--	----	--	--	----	--	----

2)

20	30			60		80	
----	----	--	--	----	--	----	--

3)

70				110			140
----	--	--	--	-----	--	--	-----

4)

50							110	
----	--	--	--	--	--	--	-----	--

2		6		10
	14		18	
22		26		30
	34		38	
42		46		50

5			20	
		40		
	60			75
80		90		

Level of adult support given: 0 _____ 5 (0=none 5=lots)

Show as equal groups

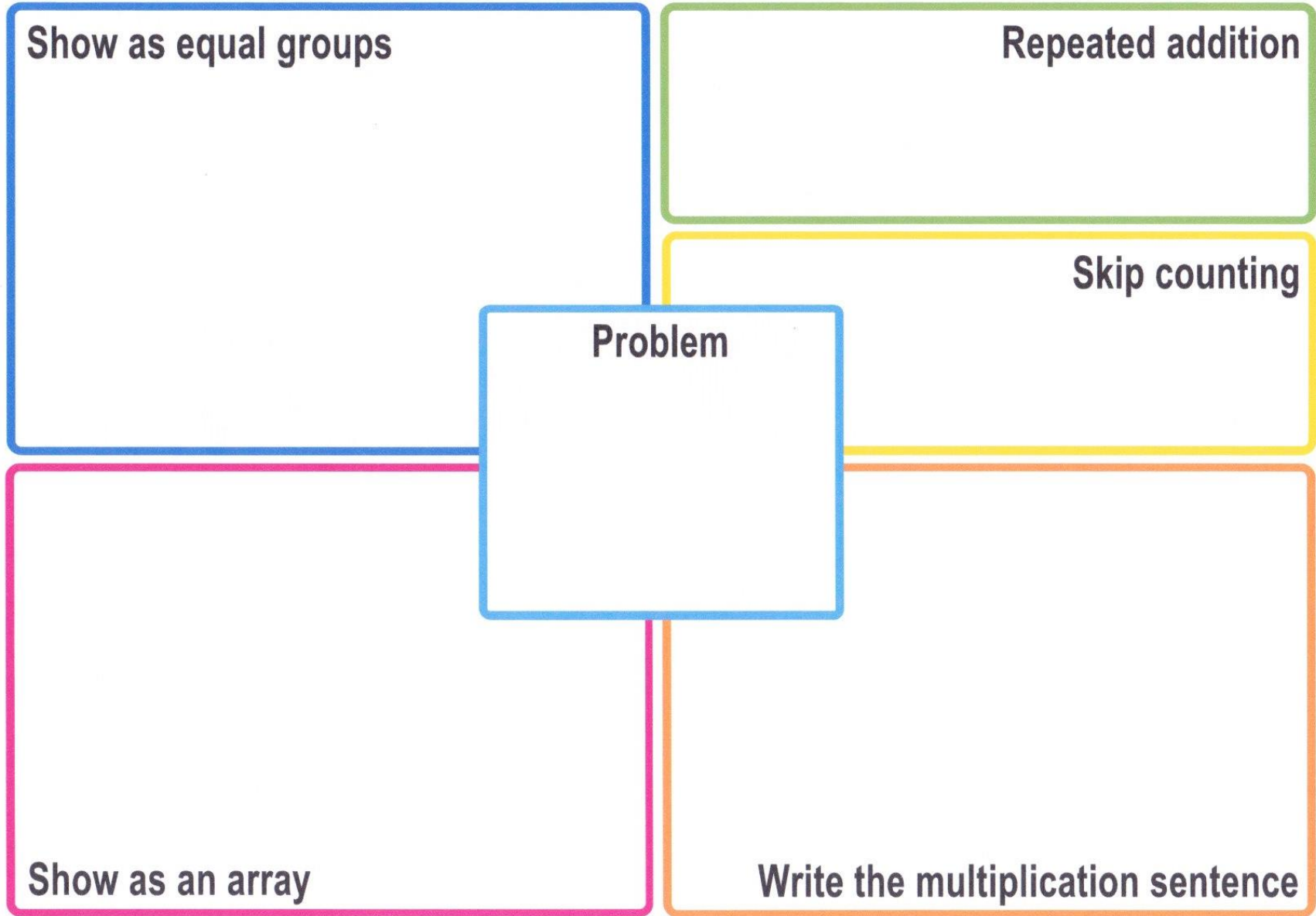
Repeated addition

Problem

Skip counting

Show as an array

Write the multiplication sentence



Missing Numbers

Counting backwards in 5s and 10s

A large butterfly-shaped arrangement of flowers. The top wings are blue, and the bottom wings are purple. The body is yellow. The flowers are arranged in a pattern that forms the shape of a butterfly. Some flowers have numbers written in their centers, and others are empty. There are three monarch butterflies flying around the arrangement.

5

25

50

100

60

30

My 0 to 30 number line



Fantastic Firefighters

What Do Firefighters Do?

Firefighters are people who are part of the emergency services. They spend lots of time making sure buildings are safe. Firefighters put out fires and rescue people. Sometimes they are even needed to help rescue animals!



A firefighter's job can be dangerous and it is important that they work well as part of a team. They need to be fit and strong. They also need to be kind and good at making people feel calm.

A Firefighter's Uniform

Firefighters wear a long jacket and thick trousers when they are fighting fires, to protect them from the heat. They are made from special material that stops the fire from getting through. A firefighter's uniform has reflective strips on it so that they can be seen in the dark and smoke. They also wear rubber boots, thick gloves and a helmet.



Fantastic Firefighters

A Fire Engine

Fire engines are large trucks that carry lots of equipment to help firefighters rescue people and put fires out. Up to six firefighters can ride in one fire engine.

Sirens and blue flashing lights

These are used to let people know that the fire engine is travelling to an emergency.

Ladders

There are ladders of different lengths on top of the fire engine.



Cabin

This is where the firefighters sit.

Hoses

Different types of hoses are used to help fight fires.

Various tools

Lots of different tools are stored on the fire engine. Some are used to help rescue people in road traffic accidents.

Breathing apparatus

Firefighters need to wear masks attached to oxygen cylinders to help them breathe when working in smoke.

Questions

1. What are people called who put out fires? Tick one.

- firefighters
 fire people
 fire stoppers

To discuss only

2. Write **one** thing that firefighters do.

3. What is it important to do as a firefighter? Tick one.

- work by themselves
 make friends
 work together as a team

4. Draw a line to complete the sentences.

Firefighters wear a long jacket and thick trousers when they are fighting fires,

thick gloves and a helmet.

They also wear rubber boots,

so that they can be seen in the dark and smoke.

A firefighter's uniform has reflective strips on it

to protect them from the heat.

5. Complete this sentence:

Sirens and blue flashing lights are used to let people know that the fire engine is travelling to an _____.

emergency

fire station

ambulance



Calling 999

- 1) When there is a fire emergency, you phone **999**.
 - Look at a phone and see if you can find the **9** and 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. In this case you would tell them there's a fire.
 - Can you name all three emergency services? (police, fire brigade and ambulance)



- 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.
 - Do you know your home address? Practise so you will remember in the future.
- 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.



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.

- Can you **act out** making an emergency call?
Use your hand as a phone.



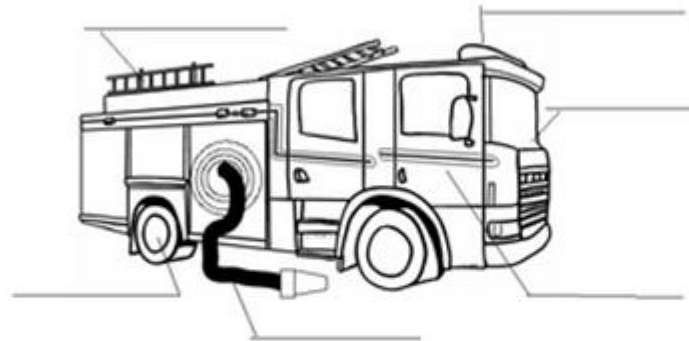
Can you label the fire fighter?



Can you find the missing label?

hat	boots	trousers	jacket	torch
-----	-------	----------	--------	-------

Can you label the Fire Engine?



Word bank

light window wheel door hose ladders

FRANCES
THE
FIREFLY



SAYS NEVER PLAY
WITH MATCHES