

On the last two pages of this Learning Grid, you will find numeracy assessment sheets. This week there is one sheet for each group. Please complete the sheet for your maths group, the Triangles, Squares or Stars. 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 given. 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. Thank-you!

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

Literacy: Phonics
 We are learning our sounds to help us to read and write words.
Red, Green, Yellow Groups:
 Write these 3 sounds at the top of your page.
 a_e u_e ea
 There are lots of words with these sounds. Read the words below then write each of them under the correct sound.
bake tube leave name huge beach cube teacher lake beat cure fortune seat cute peach June plate shape cream chase beast rare
 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 oa oy ck and qu at the top of your page to make five headings.
 Read these words and write them under the correct sound. Underline the double letter sound in each word.
rain goat toy chick quiz train boat loyal thick quit
 Choose two words from each column to write in sentences.

Literacy: Spelling
 We are learning our common words to help us to spell them correctly in our writing.
Red, Green, Yellow Groups:
 Each day this week practise spelling **each year away always**
 Write the words in different colours, make them with Scrabble letters, write them in flour, or in salt, make them with playdough! 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:
 Write the words below on pieces of paper. Ask your grown-up to choose one piece and, without letting you see it, ask you to write it correctly. Check to see if you got it right!
only just from with this play went come have was you your she he me my look this here said
 Each day this week practise spelling these words too:
the into for we are down
 Write the words in different colours, make them with Scrabble letters, write them in flour, or in salt, make them with playdough! 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.](#)
 We are learning to read and discuss our book to help us to understand the text.
 Log in to [Oxford Owl](#) (for School) as a Student
 Our class username is: **primary3***
 Our password is: **Edenside**
The Strange Beast In this story there is a magic key which takes the children on an adventure. Again, you will find the book in the Oxford Owl eBook-library, on the 9th row. Read the 'Before Reading' and 'During Reading' sections. Try reading the book with the **audio off** then read along with the **audio on. Use the text** to answer these questions in sentences. Write the page number where you found each answer.



1. What things did the people think the elephant would do to them?
2. Why did the beast rear up on its back legs?
3. What did Wilma give the elephant to eat?
4. How do you know that the people liked the beast at the end of the story?

 Draw a Beginning, Middle and End 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
 We are learning to write in different genre. Once you have completed this week's topic work you will know more about the Roman army and their soldiers. Imagine that you are a man and a Roman citizen and that you want to apply for a job in the Roman army. Use the format below to apply for a job. Include as much information as you can! You could even include a picture of yourself!

Name:	Age:
Nationality:	
Dear Sir,	
I am writing to you as I would like to join the Roman army. I would like to become a Roman soldier because....	
<i>(include good things about becoming a soldier)</i>	
I think I would be a good soldier because.....	
<i>(What things would make you a good soldier? Are you strong and healthy?)</i>	
Finally, I would like to know....	
<i>(Ask any questions that you have. Do you have any worries?)</i>	
Yours, _____	
<i>(You could give yourself a Roman name. An easy way is to add 'us' to the end of your name!)</i>	

Maths:  and  groups

In the video this week Mrs Fleming showed you how to combine and count equal groups.

1. We are learning to combine and count equal groups.

Use objects, or draw your own dot patterns of 5, to calculate the answers to these sums. Make:

6 groups of 5 10 groups of 5
3 groups of 5 8 groups of 5

Skip count in 5s to calculate your answers.

Remember 'skip counting' is a quick way of adding so **6 groups of 5 is the same as 5 + 5 + 5 + 5 + 5 + 5**

Practise more of your own.

Try these 'missing number' sums too.

Count in 5s to see how many 5s you need to get to the answer.

$$5 \times \underline{\quad} = 10 \quad \underline{\quad} \times 5 = 20$$

$$5 \times \underline{\quad} = 35 \quad \underline{\quad} \times 5 = 45$$

Complete the activities on the 5x table sheet below.

2. We are learning to determine the number of equal groups.

Last week we began 'working out the number of equal groups'. Use real objects or draw pictures in groups to help you to calculate the answers to the sums below.

There are 15 sweets. There are some children. Each child gets 3 sweets. How many children will get 3 sweets?



Maths:  Group.

In the video this week Mrs Fleming made 'equal groups'. Use small objects at home to make your own equal groups. With your grown up, talk about your groups "How many are in each group?" "How many groups are there?"

1. We are learning to make equal groups

Make 5 equal groups of 2 lego bricks.
4 equal groups of 3 clothes pegs.
2 equal groups of 6 crayons.
3 equal groups of 5 raisins.

Repeat with other **equal** groups. Each time tell your grown-up how many objects are in each group and how many groups you have made. (Don't worry about counting totals at this stage)

Last week we learned about 'Partitioning 10 fingers'. Practise more examples below.

2. We are learning to partition 10 Fingers

Put your hands out in front. Show your grown-up 10 fingers. Put down 3 fingers. How many does that leave? What does 7 + 3 make? Show your grown up on your fingers. Show your grown-up 10 fingers. Put down 2 fingers. How many does that leave? What does 8 + 2 more make? Show your grown up on your fingers. Practise lots of different sums.

3. **'doubles plus 1'**

Watch this clip to remind you what we mean by addition using 'doubles plus 1'

1'. [Doubles plus 1](#)

Number Games

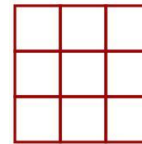
We are learning to play number games to build our confidence in maths activities.

Dotty Six for Two

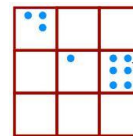
How do you play?

You'll need a partner to play with.

You'll also need a 1 to 6 dice, a grid like the one below and 2 different coloured pens or crayons.



Take turns with the adult to throw the dice and draw that number of dots in one of the boxes on the grid. Put *all* of your dots in one of the boxes. You can't split them up and you can't have more than six dots in a box. When a box is full, put a tick in the corner of your box like this:



Keep going until there are three ticks in a row or column or diagonal. The first person to complete a line of 3 sixes wins. Now, can you change the game to make your own version?

How do you know where to put your dots?

Harder version: try using a different total, different dice, or a bigger grid. You could make the winner the first to

Maths: 2D and 3D shapes

We are learning about the properties of different 3D shapes.

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

Ask a grown-up to help you to draw a table, like the one shown here, with 8 rows and 5 columns. Remember to use a ruler to get nice straight lines.

In the first column copy the names of the shapes and in the second column draw a picture of an object that is that shape. Use the objects that you found last week to fill in the properties for each of the shapes. Count the number of flat or curved faces, the sharp edges, and the pointy vertices or corners. Use this video to get you started.

[Properties of 3D shapes](#)




Some of the answers are in this song!

[3D shape song](#)

Name	Shape	Faces	Edges	Vertices
cube				
cylinder				
cuboid				
sphere				
pyramid				
Triangular prism				
cone				

Guess the shape.

Hold a shape behind your back, or in a bag. Describe the shape to your partner without naming it. (How many

<p>There 20 pencils. There are some pots. We can put 5 pencils in each pot. How many pots get 5 pencils?</p>  <p>Ask your grown-up to make up more 'equal groups' sums for you.</p>	<p>Use the 10-frame below to calculate the answers to these 'doubles plus 1' sums. You can make the sums with any small objects that you have at home.</p> <p> $3 + 4 = \underline{\quad}$ $5 + 6 = \underline{\quad}$ $2 + 3 = \underline{\quad}$ $4 + 5 = \underline{\quad}$ $6 + 5 = \underline{\quad}$ $4 + 3 = \underline{\quad}$ </p> <p>Tell your grown-up which double facts you used.</p>	<p>complete a <i>whole row</i> that adds to a certain total (e.g. 20).</p> <hr/> <p>Keep practising your 'skip counting' by singing these fun songs!</p> <p> Counting in 2s Count in 3s Count in 5s Count in 10s </p> <p>Beat your score on the Doubles, Number Bonds and Times Tables sums on Topmarks Hit the Button</p>	<p>faces/edges/ vertices does the shape have?) Can your partner work out which shape it is?</p>
<p>H&WB: Be Safe <u>We are learning how to play games safely online.</u> Playing Games Watch the video with a grown-up. Online safety Lesson 3</p> <p>Activity 1: Check your understanding by answering the questions at the end of the video.</p> <p>Activity 2: Look at each of the scenarios and decide if it is Ok, or if Jessie should Tell A Grown-up.</p> <p>Activity 3: Design your own Super-hero.</p>  <p>Remember: We should only play online games with people we know offline and should never tell anyone our passwords.</p>	<p>H&WB <u>We are learning how to be safe when making friends and socialising on and offline.</u> Be Safe: Friendships and Socialising</p>  <p>Watch the video with a grown-up. Online safety Lesson 4</p> <p><u>Activity 1: Being kind to your friends.</u> Stop the video and think what makes a good friend.</p> <p><u>Activity 2: Being kind online.</u> Think about each scenario and what the children should do. Is it ok, or should the children Tell A Grown-up? Decide A or B for each of the questions in the quiz. Choose one or more of the things that you have learned and make an 'online safety advice' poster.</p> <p>Remember: If you ever feel worried, scared or sad when chatting or playing with friends online you should always tell a grown-up you trust.</p>	<p>PE <u>This week we are learning ways to improve our agility.</u></p> <p>Follow the link below and find Mr Stobie's lesson for P2, P3 & P4 w/c Monday 8th February – Lesson 1. https://edensidelearners.wordpress.com/</p>	<p>PE <u>In this week's Lesson 2 we are learning different techniques to improve our throwing.</u></p> <p>Follow the link below and find Mr Stobie's lesson for P2, P3 & P4 w/c Monday 8th February – Lesson 2. https://edensidelearners.wordpress.com/</p>

Topic: We are learning what a Roman fort was like.

[The Roman Fort, Vindolanda](#)

The clip takes you on a trip around the famous Roman fort at Vindolanda on Hadrian's Wall. Archaeologists have found lots of interesting things which help us learn about the soldiers and how they lived when they came to Britain.



What was similar or different to life at a Roman fort and life now?

Get creative and build your own Roman fort at home

(you could use building blocks, Lego, recycling or whatever you have). Try to include some of the features that you saw in the film – the barracks, or the loo!

Post photos of your forts on our Facebook page.

This is a good website for virtual building!

<https://toytheater.com/build/> -

We are learning what life was like for a Roman soldier

Click on the Roman Legionary and his equipment to learn about some of the things a Roman soldier needed.

[Life in the Roman army](#)



Why would a Roman soldier have to wear or use these things?

Draw and label a Roman soldier and his equipment.

Try to include the helmet, armour, shield, javelin, sword, tunic, and sandals in your picture!



A Roman soldier holding a shield decorated with eagle's wings and a lightning bolt.

Follow this drawing lesson video to help you draw an amazing Roman soldier!

<https://www.youtube.com/watch?v=8uEkOhWJWb0>

We are learning how the Romans were better equipped than the Caledonians (or Celts)

Around 2,000 years ago, Britain was ruled by tribes of people called the **Celts, or the Caledonians**.

In **AD43**, the Roman army arrived in Britain and over the next year it battled inland, storming through hillforts and chopping down anyone who stood in their way.

To win a battle, an army had to be prepared.

Watch this video which explains why the Romans were successful in a battle against the Celts.

[What was a typical battle like?](#)

Make a list of some of the things an army would need to be successful.

Remember, it was not all about weapons!



Comment on your class Facebook page to tell your teacher three facts that you have learned about the Romans this week.

We are learning about the jobs that Roman soldiers did to help their community.

A Roman soldier could spend up to 25 years in the army. That is most or all of his working life. They lived in forts with up to one thousand other soldiers! Each soldier had a job to do. There were cooks, doctors, leatherworkers, weavers, tax-collectors, blacksmiths (someone who works with metal) and all kinds of other craftsmen and experts. [An interview with a Roman legionary](#)
What job would you like to do if you were a Roman soldier?

People were needed to feed and look after the soldiers. Craftsmen were needed to make their uniforms and equipment.

Design and make your own Roman shield. You can use cardboard, wood, or anything that you have available to make your shield!

By the time of the invasion of Britain most Roman shields were rectangular and curved, like part of a cylinder. The shields were mostly made of wood – with a few layers glued together to make the curved shape. Some extra strips of wood were glued on the back for more strength. The shield was then covered in leather and a sheet of linen cloth added to the front. Designs were usually painted onto the front. There were many designs, but one of the most famous is the eagle's wings and lightning bolt.

5 Times Table Activities

Count in 5s 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	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a) $2 \times 5 =$ _____

b) $4 \times 5 =$ _____

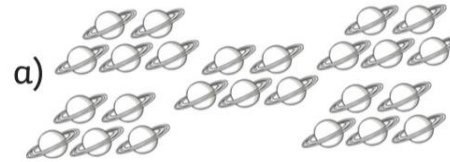
c) $5 \times 5 =$ _____

d) $6 \times 5 =$ _____

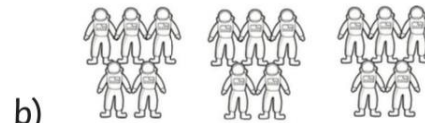
e) $7 \times 5 =$ _____

f) $12 \times 5 =$ _____

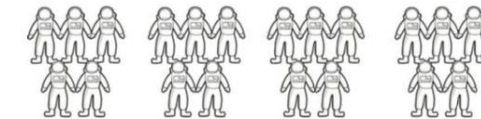
How many are there?



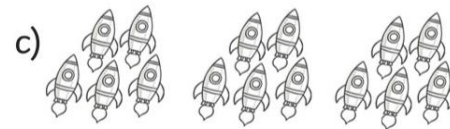
_____ x _____ = _____



_____ x _____ = _____



_____ x _____ = _____





Stars Group: 10 Frame for Doubles plus 1 sums. [\(This is not an assessment sheet\)](#)

In school we check how well we have learned our sounds by having a dictation test. Ask a grown up to read some of the sentences below, without letting you see them, to see if you can write the words correctly. Remember every sentence needs a capital letter and a full stop. Some proper names need capital letters too!

Red, Green, Yellow Groups – Dictation Sentences

Andrew and Paul always go on holiday together.

Each year we dig the soil to keep the weeds away.

I never know what to say in school.

I will show my mother and father my new yellow coat.

Blue Group - Dictation Sentences

I will bring you a new toy from the shop.

The three pigs came out to play with us.

She let the phone ring and ring.

Only the queen had to sit on the black chair.

The boy took his boat to the pond to sail it.

Please see the sheets below to find a Numeracy Assessment for your child's group.

So that Mrs Fleming can give individual feedback, a photo of the completed sheet should be emailed to school.

Thank you.



Stars Group Assessment Sheet

w/c Monday 8th February

Pupil name: _____

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

20		16		12		8		4		0
----	--	----	--	----	--	---	--	---	--	---

Task 2: We have been learning our doubles and doubles + 1. Match these sums to their answers.

5 + 6

9

3 + 2

7

6 + 6

12

4 + 5

11

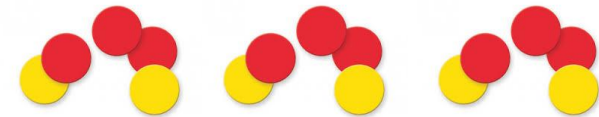
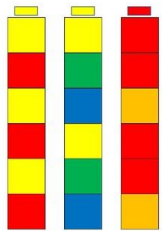
4 + 3

5

13

6 + 7

Task 3: We have been describing equal groups. Answer the questions for each of the pictures below.



How many groups? _____

How many groups? _____

How many groups? _____

How many in each group? _____

How many in each group? _____

How many in each group? _____

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



Task 1: 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 **X** sign means 'groups of', 'sets of' or 'times'.

$2 \times \underline{\quad} = 8$

$10 \times \underline{\quad} = 20$

$\underline{\quad} \times 2 = 14$

$2 \times \underline{\quad} = 18$

$2 \times \underline{\quad} = 6$

$5 \times \underline{\quad} = 10$

Task 2: We have been determining the number of equal groups. Read the word problems below. Draw pictures or use objects to work out the answers.

1. How many wheels would 8 bikes have? _____
2. All 3 judges gave the dancer a score of 10. How many points did she score altogether? _____
3. While playing a dice game, Robert managed to roll four fives in a row. How many did he score altogether? _____
4. 7 children take off their wellies in the cloakroom. How many wellies are there altogether? _____
5. There are 10 sweets in a packet. How many sweets are there in 2 packets? _____
6. 8 people came to watch the show. The tickets were £5 each. How much were the ticket sales altogether?

Task 3: We have been learning to skip count. Fill in the missing numbers below.

30		26			20				12
----	--	----	--	--	----	--	--	--	----

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



Task 1: 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 **x** sign means 'groups of', 'sets of' or 'times'.

2 x ____ = 8

2 x ____ = 20

2 x ____ = 14

2 x ____ = 18

2 x ____ = 6

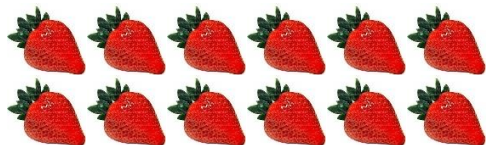
2 x ____ = 10

Task 2: We have been determining the number of equal groups. Read the questions below. Draw rings round the objects to work out the number of groups.

There are 12 strawberries.

Each child gets 2.

How many children get strawberries? _____



There are 15 candles.

Each cake gets 3.

How many cakes get candles? _____



There are 20 worms.

Each bird gets 5.

How many birds get worms? _____



Task 3: We have been learning to skip count. Add on 3 each time to fill in the missing numbers below.

0		6		12		18		24		30
---	--	---	--	----	--	----	--	----	--	----

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