



Home Learning Grid

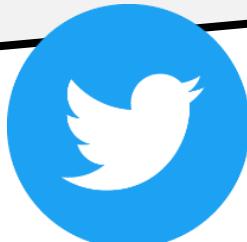
25th January 2021

The Home Learning tab on our website has had a small update. Check out the new link for outdoor learning and for story time.

We would love to share any ideas or activities that you have enjoyed or found successful at home.

frogstonprimary.wordpress.com

twitter.com/frogstonps



...and you don't need to have a Twitter account to see our Tweets!

Dear families,

Welcome to week three of home learning. Thank you so much for your continued enthusiasm and engagement in the tasks, we have really enjoyed receiving your emails and photos of work. However, if you feel there are other ways we could support you as a family, or the whole class, please get in touch.

This week, we will be introducing two new sounds to our phonic repertoire. We will practice the sounds that these letters make and how to form these letters. We will also be working on counting and adding items from two groups and some basic data handling as part of the RSPB Big Garden Birdwatch and our Scotland topic.

It was lovely to see so many of you joining the weekly check-in meetings with Esme last week. This week Stephen will be conducting the weekly check-ins and looks forward to seeing you all. The day of your check-in may have changed this week, check your emails as you should have received an invite with details of date and time.

Once again, we send you our best wishes and hope you are keeping safe and well,

Esme & Stephen

We are alternating our responsibilities in school with working from home.

This week, Stephen will be working from home to monitor and support home learning, as well as preparing content for next week. If you have any questions send an email to:

stephen.pritchard@ea.edin.sch.uk

Literacy: phonics	Literacy: reading and writing	Literacy: listening and talking
Teaching videos for Literacy will be released on Monday and Wednesday .		
<p>Our new sound:</p> <p><u>Video 1</u> - introducing our new sounds: h and r <u>Video 2</u> - learning how to form the letters h and r <u>Video 3</u> - word building with our new sounds.</p> <p>Mon – h Wed – r</p> <p>Suggested tasks</p> <p>Create sounds flashcards for the sounds r and h and add these to any other flash card that you have made. Flash these quickly to practice quick recall of sounds.</p> <p>Be a sound magpie: How many things beginning with h or r can you find in your home? Write a list.</p> <p>Sensory letters: Practice forming the new sounds in a tray of rice or flour, build them with Lego or other construction or craft materials, write outdoors with a stick in mud.</p> <p>Simon says: Place your sound flash cards around the room, ask an adult to be the caller – e.g. “Simon says h-h-h”, can you run and touch the correct flash card? <i>This will help children to revise all the sounds we have learnt so far.</i></p>	<p>Writing: Post a letter</p> <p>We had a lovely surprise last week when we received a letter from Alfie! (Thank you, Alfie, it really brightened our day!) We thought this was a fantastic idea and would love to receive more letters. This also provides an opportunity for children to practice their writing.</p> <p>Think about the basic features of a letter and help the children to scribe this letter encouraging them to write some words for themselves. (<i>Parents/carers, don't worry about perfect spelling!</i>) <i>Encourage your learner to have confidence in trying to use the sounds they know to build words and resist the urge to correct. By sounding the words, they are practising and applying their understanding of phonics.</i>)</p> <p>Valley Park Community Centre, 37 Southhouse Road, Edinburgh, EH17 8EU</p> <p>We will try to write an email back to everyone we receive a letter from, but this may take us some time! 😊</p>	<p>Talking: Interview</p> <p>Generating questions can be tricky but one of the best ways to practice asking questions is through interviewing someone. Have a go at interviewing family member. This might be someone at home or a lovely opportunity to give a family member a phone call. Think about what you would like to learn about their life; perhaps their job interests you or their hobbies, or childhood. Help children to prepare 3 or 4 questions for the interview and to respond appropriately to answers given.</p> <p>Listening: Audio books</p> <p>Listen to an read-along book on <u>The books trust</u> website. There is a choice of illustrated read along books for young readers. Pause the story every so often to look at the illustrations. What do you think will happen next? Once you have finished listening to the story discuss what you liked or didn't like about the story.</p> <p>Using your book creator app have a go at creating your own short audio book! This could be fiction or nonfiction. Draw illustrations and have a go at writing some words. Using the voice recording function, you can then tell the story or add more information.</p>
Numeracy: number		
Teaching videos for Numeracy will be released on Tuesday and Thursday .		
<p>Counting items of two collections</p> <p>For these tasks you will need two different groups of items that you can use as counters – for example red buttons and green buttons.</p> <p>Task 1:</p> <p>-Place out 6 red counters in a group. Place out 4 green counters in a group. “here are 6 red and 4 green. How many altogether?”</p> <p>-Similarly repeat with different numbers of counters. Always begin with the larger number at this stage e.g. 12 red and 3 green, 9 red and 4 green.</p> <p><i>This task helps the children to develop basic addition skills. Some children will start counting from 1 each time but others will have realised that you can count on from the first group (e.g. hold 6 red counters in their head and counts on the 4 green counters; 7 – 8 – 9 – 10) encourage the learners to touch the counters to ensure slow and accurate counting.</i></p> <p>Task 2:</p> <p>-Place out a row of 10 red counters. Beside this place out a row of 3 green. “here are 10 red counters and 3 green how many altogether?”</p> <p>-Similarly repeat with different numbers.</p> <p>Extra challenge: If you think your learner is confident at this and seems to be trying the ‘counting on’ strategy try screening the first group of counters by covering with a piece of paper. This will encourage them to hold the first number in their head and to just count on the remaining visible counters, therefore helping to solidify their understanding of counting on, the idea being that eventually the children won’t need counters and will be able to visualise addition sums.</p>	<p>2D Shapes</p> <p>The Tangrams activity we share on the learning grid a few weeks back will hopefully have helped the children to begin to explore the properties of different shapes. <u>BBC Bitesize</u> has some videos and quizzes to help learners to practice the names of different 2D shapes. Have a go at the 2D shape scavenger hunt, which can be done from the comfort of your own home or as part of your daily exercise outdoors – how many shapes will you spot?</p> <p>Time</p> <p>At school we have been practicing the days of the week and the months of the year. You can continue to practice these using the videos below:</p> <p><u>Days of the week</u> <u>Months of the year</u></p> <p>This week practise reading o'clock times on an analogue clock. Use this <u>interactive clock</u> to set different times. Begin by moving the clock on just one hour at a time, progressing to setting random times for them to read. At this stage the children only need to be able to recognise o'clock times, however if you feel they are ready you can try half past too.</p>	<p>Dominos!</p> <p>At school we have worked on recognising different domino patterns and the children should be able to recall these by sight. Playing a game of dominos is a great way for children to apply their knowledge of domino patterns but also to practise a bit of problem solving!</p>  <p>If you do not have a set of dominos you can find printable dominos <u>here</u>. Or you can draw your own dominos on scrap paper.</p> <p>If you are unsure of the rules you can find instructions <u>here</u>.</p>

Health and Wellbeing	Topic	STEM
<p>Resilience</p> <p>In assemblies you have met Skipper and learnt that on the river of life there can be tough times and calm times and that we can't always control what life throws at us, but we can develop ways to become more resilient.</p> <p>You could try some role play with a sibling or parent: Pretend that one of you is feeling down or has had a tough day. Together, use roleplay to think about strategies you could use to help you to cope.</p> <p>Create a tool kit, like the one skipper has – write down ideas for coping when things are tough on pieces of paper and add them to a box. This is your tool kit. You can decorate this tool kit and when you find things tough you can take inspiration from this to help you to bounce back!</p> 	<p>Scottish Census</p> <p>Thank you to everyone who completed our Scotland survey. The information provided has been very useful. Several children have asked to know more information about how many people live in Scotland. Take a look at the Scottish Census website, which represents data on population size, languages spoken, religions etc. in the form of maps and charts. Discuss the information that you see and let this information guide your own research. You could gather information on different Scottish locations and look at these places on Google Maps or you could collect data on your own family and present this in a way of your choosing!</p> <p>Burns Night!</p> <p>This Monday (25th) is Burns Night. Watch this video to learn a little about Rabbie's life and have a go at reading his famous poem: To a Mouse by Robert Burns - can you guess what some of the words mean?</p> <p>If you are celebrating Burns night why not celebrate by learning the words to Auld Lang Syne.</p>	<p>Build a castle</p> <p>Scotland is famed for its castles; from crumbling fortresses to fairy-tale palaces. Many of these castles have unique and interesting features.</p> <p>Visit Scotland has lots of images of Scottish castles. Using these images as inspiration have a go at designing and building your own castle. Think about the features of a castle and be inventive with the materials that you use! You could use Lego, building blocks, cardboard boxes, crates, books, papier-mâché, or anything else that you have to hand. Decorate your castle to make it look authentic!</p> 
Play challenge	Creativity	Outdoors
<p>Obstacle course!</p> <p>Using objects in your home or garden create an <i>obstacle course</i>. Think about how you could move in interesting ways and how you can create obstacles that will test the agility of anyone who tries to complete it!</p> <p>Try to incorporate jumps, high and low movement, throwing and catching, obstacles that will require balance, an interesting start and finish line.</p> <p>Try to be inventive!</p> <p>When testing your obstacle course make sure you think about risk and how to travel safely.</p> <p>We look forward to seeing photos or videos of your courses!</p>	<p>Saltire flag</p> <p>The results of our Scotland survey show that the children want to learn about the Scottish flag. The Scottish Flag Trust website details the origins of the flag and the meaning of the cross and the reason for the blue background. Here children can compare the Scottish flag to other flags of the world. Let the children's interest guide any further research, perhaps into the origins of other world flags.</p> <p>Try to <i>design your own family flag</i> featuring symbols that have meaning to your family.</p> <p>Be creative and use any resources you like – paints, colouring pencils, chalks, collage materials, or even try drawing your design in your Book Creator App.</p> 	<p>Become a bird watcher!</p> <p>The end of this month marks the start of the RSPB Big Garden Birdwatch (29th-31st January). It is free to register and you can find out more here.</p> <p>Have a go at conducting your own big garden birdwatch! Use this sheet to help you to identify and record all your bird sightings. Practice tally marks as a way of recording numbers and why not have a go at representing your data in the form of a basic bar graph using the garden birds bar chart sheet which can be found on the school website.</p> <p>Why not try to tempt more birds into the garden by creating your own bird feeders! Click here for a basic recipe to make bird feeders. This recipe involves heating fat to bind the ingredients together so should be done under adult supervision. If you don't have yoghurt pots you can also mould the mixture around twigs, providing a perch for the birds to sit on!</p> 