

A few parents have suggested that they would like to contribute to the reading of video stories as remote learning continues. If you might be interested in recording a story to share with the class please get in touch with Stephen.



We have update the website with more links to resources to support creativity. If you're looking for something a little different, check it out.  
[frogstonprimary.wordpress.com](http://frogstonprimary.wordpress.com)

Dear families,

Welcome to our fourth home learning grid. We hope that you are continuing to stay safe and keep well. Remote learning is, without doubt, a hugely challenging situation, particularly for parents and carers. So, we want to reassure you again:

- This grid is not a 'to do' list. Use what is helpful. Do what you can. Don't worry about the rest!
- Your children do not need to be doing formal, structured learning at a table all day. Their own, independent play can involve rich and valuable learning.

New for this week, suggested activities for the stories we are sharing have been included on the grid where possible. This is a response to a suggestion from our parent survey last month.

Our parent check-in will once again be available if you want clarity on any of these tasks or to talk through any other ideas. We are also here to support you in any way you need through the rest of the week. Please get in touch by email or phone if we can help or you want to talk anything through.

Next week is a school holiday so we hope you enjoy the opportunity to take a break from home learning.

*Esme & Stephen*

Esme is working from home this week. So, if you have any questions or want to share any learning with us, please email her at:

[esme.parsons@ea.edin.sch.uk](mailto:esme.parsons@ea.edin.sch.uk)

Literacy: phonics	Literacy: reading and writing	Literacy: listening and talking
<p style="text-align: center;"><b>Teaching videos for Literacy will be released on Monday and Wednesday.</b></p> <p style="text-align: center;"><u>New sounds: 'sh' and 'j'</u></p> <p><b>Videos</b>  <b>Monday</b> will look at how two letters often work together to make one sound, as in 'sh'.  <b>Wednesday</b> will follow the familiar format from the last three weeks: <i>sound recognition, letter formation, word building.</i></p> <p><b>New ideas:</b></p> <p><b>Keep going with:</b>  <b>Flashcards:</b> add 'sh' and 'j' to your set of homemade cards.  <b>Sound magpies:</b> what 'sh' and 'j' words can you think of?  <b>Sensory letters:</b> keep practicing <u>all</u> your letters!</p>	<p style="text-align: center;"><b>Be an author</b></p> <p>We often make books in class by stapling a few sheets of folded paper. Choose what you want to write about: a story, the Scotland topic, a favourite animal, a biography?</p> <p><b>Draw:</b> Begin by drawing pictures of what you want to write about.  <b>Write:</b> Include some words that you think you can write. Maybe an adult can support you to write a simple sentence.  <b>Scribe:</b> An adult can scribe text for you to finish your book.</p> <p><b>Notes:</b>  Remember, perfect spelling is not the priority. Support your learning to gain confidence sounding out words accurately.  <i>For example, if trying to write 'badge', then 'baj' is fine!</i></p> <p>Extend this task with a discussion about the features found on the front and back covers of books: title, author's name, illustration, publisher, blurb, review, price, barcode(!)</p>	<p style="text-align: center;"><b>Listen to a story</b></p> <p>Find a story to listen to online. Perhaps settle down in a comfy spot to enjoy the story or have it on while you snack.  <b>How much of the story can you remember?</b>  <b>Can you re-tell the story to a family member?</b></p> <p>Possible sites for stories:  <b>BBC School Radio:</b> <a href="http://bbc.in/3qQbLK8">bbc.in/3qQbLK8</a>  <i>a huge, well-organised collection of short stories</i>  <b>Storynory:</b> <a href="http://www.storynory.com">www.storynory.com</a>  <i>some original content and recordings of classics</i>  You can, of course, find some stories on Youtube and there are many subscription-based services available.</p> <p style="text-align: center;"><b>Tell a story</b></p> <p>Create an audiobook version of a story you know. Choose a picture book or use your book from the writing task!  <b>Can you read it slowly and clearly?</b>  <b>Think about including some music or sound effects!</b></p>
Numeracy: number	Numeracy: time	Numeracy: problem solving
Teaching videos for Numeracy will be released on Tuesday and Thursday.		
<p style="text-align: center;"><b>Tuesday video: Finger patterns</b></p> <p>Practice your finger patterns along with Stephen:</p> <ul style="list-style-type: none"> <li>- Can you recall the double patterns to 10 without counting? Practice a little each day until you can.</li> <li>- Make a finger patterns poster.</li> </ul> <p style="text-align: center;"><b>Thursday videos: Counting on fingers</b></p> <p>Again, practice tracking your counting on your fingers along with the video. Can you count how many times the movement happens or how many times you hear the noise?</p> <ul style="list-style-type: none"> <li>- Play this as a game with someone in your family. Can they count how many times you make a movement or make a noise?</li> <li>- Find some interesting objects around your house to make noises with. Play a guessing game to see if someone can guess which noise you are making!</li> </ul>	<p style="text-align: center;"><b>Days and Months</b></p> <p>Continue to use a calendar to support knowledge of the days of the week and the months of the year. Your timetable should also continue to give real life context and purpose to being able to tell the time.</p> <p style="text-align: center;"><b>O'Clock and Half Past</b></p> <p><i>How confident are you at telling time each hour (o'clock)?</i>  If it's going well, try now to understand how to read a clock at 'half past'. Try setting an alarm for every half hour to get regular practice reading a clock.</p> <p><b>Online supports</b>  <b>BBC Bitesize:</b> <a href="http://bbc.in/39ZFQA9">bbc.in/39ZFQA9</a>  <b>Twinkl video:</b> <a href="http://bit.ly/3phwYfP">bit.ly/3phwYfP</a>  <b>Telling time game:</b> <a href="http://bit.ly/3sV3sig">bit.ly/3sV3sig</a>  <b>Online clock:</b> <a href="http://visnos.com/demos/clock">visnos.com/demos/clock</a></p>	<p style="text-align: center;"><b>Estimating</b></p> <p>Place a collection of small objects into a jar or see-through plastic container.</p> <p><i>Can your learner estimate (guess) how many there are in there? How did they make their estimation?</i>  <i>Can they record their estimate by writing the number down?</i>  <i>Count out the objects to see how close you were.</i></p> <p>Try with different objects over a few days. Encourage children to try to explain their thinking as they begin to develop understanding, i.e.:</p> <ul style="list-style-type: none"> <li>- bigger objects will get less in...</li> <li>- a fuller jar will mean more...</li> </ul> <p>More suggestions and support on this activity can be found at: <a href="http://rich.maths.org/13339">rich.maths.org/13339</a></p>

Health and Wellbeing	Topic	STEM
<p style="text-align: center;"><b>5-day challenge</b></p> <p>Sometimes it takes resilience and perseverance to achieve a target or improve a skill. We also need a 'growth mindset' to believe that we can get better at things with practice.</p> <p><i>Have you got something you are trying to get better at?</i></p> <p>At last week's assembly, Lorraine spoke about having a goal or target. Set yourself a target to practice each day this week. This might be hard, and you may get frustrated, but with resilience, keeping trying to improve.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> <li>- <b>Drawing the same thing each day for five days.</b></li> <li>- <b>Do some exercise or practice a physical skill:</b> <i>throwing and catching, hula hoop, yoga, running.</i></li> <li>- <b>Help with something around the house everyday:</b> <i>help to cook or clean, tidy your room, fold your clothes or make your bed.</i></li> <li>- <b>Call someone on the phone each day:</b> <i>a friend, relative or write to a neighbour.</i></li> </ul>	<p style="text-align: center;"><b>Scottish music</b></p> <p>Explore these examples of Scottish music. There are some suggested activities below.</p> <p><u>Links:</u></p> <p><b>Massed bagpipes and drums:</b> <a href="http://bit.ly/3qRwKML">bit.ly/3qRwKML</a></p> <p><b>Contemporary folk music:</b> <a href="http://bit.ly/3qRwkWx">bit.ly/3qRwkWx</a></p> <p><b>Scottish ceilidh fiddles:</b> <a href="http://bit.ly/3ceFad8">bit.ly/3ceFad8</a></p> <p><b>Celtic guitar:</b> <a href="http://bit.ly/2Mo6uL8">bit.ly/2Mo6uL8</a></p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>- <b>Draw what you hear!</b> Draw a picture of whatever the music makes you think of. This could be good stimulus for the writing activity on the first page.</li> <li>- <b>Listen for instruments</b> – see how many instruments you can identify. Do you know how those instruments work or what they sound like alone?</li> <li>- <b>Keep the beat</b> – clap along to the music. Can you keep to the pulse?</li> <li>- <b>Dance!</b> <a href="http://bit.ly/2YeqVwg">bit.ly/2YeqVwg</a> <a href="http://bit.ly/3poVko2">bit.ly/3poVko2</a></li> </ul>	<p style="text-align: center;"><b>Virtual Tour</b></p> <p>We can't go on school trips just now, but we can still find ways to explore Scotland and the wider world.</p> <p><b><i>Try out some virtual tours. If you're lucky enough to have a VR headset, you may even be able to use that for some of them!</i></b></p> <p><b>1. Historic Environment Scotland</b></p> <p>Check out Edinburgh Castle, Caerlaverock Castle, or The Great Polish Map of Scotland. (VR compatible)</p> <p><b>2. Edinburgh Zoo</b></p> <p><b>360° videos:</b> great on Smartphone or VR <a href="http://bit.ly/2YhVtNT">bit.ly/2YhVtNT</a> (VR compatible)</p> <p><b>Live cameras:</b> <a href="http://edinburghzoo.org.uk/webcams/panda-cam">edinburghzoo.org.uk/webcams/panda-cam</a></p> <p><b>3. Around the World</b></p> <p><i>A collection of other, worldwide options – museums, zoos, landmarks, and even farms! – can be found on this article by Good Housekeeping: <a href="http://bit.ly/3iPmmlH">bit.ly/3iPmmlH</a></i></p>
Play challenge	Creativity	Outdoors
<p style="text-align: center;"><b>'Activity Jar' or 'I'm Bored Box'</b></p> <p>This suggestion may help to fill up those bits of extra time where your learner is 'bored'. Plus, setting this up this week might be helpful during the school holiday!</p> <p><i>Write down ideas on slips of paper for things the children can do if they are 'bored'. Fold the slips up and place them in a decorated jar or box.</i></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>- colour code the slips for tasks that are independent, with a parent or need set up – if you need to work or a bit of quiet, they can choose an independent task.</li> <li>- make sure you (the parent!) have the final say about what goes in the jar and that you can follow through on whatever comes out (i.e. keep it simple!)</li> <li>- not everything has to be play – perhaps include some simple chores!</li> <li>- keep adding to the jar as time goes on</li> </ul> <p><b>The attached documents each have 150 ideas for your jar. They're not all ideal or appropriate but may get you started.</b></p>	<p style="text-align: center;"><b>Scottish artists</b></p> <p>Use the attached documents to explore the works of some famous Scottish artists. There are prompt questions to help you.</p> <p style="text-align: center;"><b><i>Which artist do you like the best? And why?</i></b></p> <p><b>Either</b></p> <p>Choose one picture from this artist and try to recreate it using a similar style. Perhaps use a different medium (e.g. collage or pencil instead of paint).</p> <p><b>Or</b></p> <p>Find a photograph of a person, animal or place that is special to you. Perhaps a picture you or someone in your family took. Create an artwork based on this photograph <b>in the style of</b> one of the artists.</p>	<p style="text-align: center;"><b>Birds</b></p> <p>Hopefully you had the opportunity to join in the RSPB Big Garden Birdwatch last week. Perhaps this has inspired you to understand more about the birds you can see around you. We've all enjoyed hearing and seeing our friendly robin who has been around Valley Park this month.</p> <p>On a walk, or even from a window, spend some time looking for birds. Sometimes birdwatching takes quietness, stillness and patience, especially if you want to see more than a gull or pigeon! If you have binoculars at home, use them to see the birds a little closer.</p> <p style="text-align: center;"><b><i>Can you use a bird book or RSPB online guide to work out what the birds you see are called?</i></b></p> <p style="text-align: center;"><b><i>Can you create some artwork as a response?</i></b></p> <p style="text-align: center;"><i>Try using natural materials you collect on a walk.</i></p>

## Daily Stories: suggested activities

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<p><b>Snow Bears</b> by Martin Waddell <i>illustrated by Sarah Fox-Davies</i></p>	<p><b>Cops and Robbers</b> Janet and Allan Ahlberg</p>	<p><b>The Koala Who Could</b> Rachel Bright and Jim Field</p>
<ul style="list-style-type: none"> <li>– Karen has recorded a second ‘Snow Science’ video to support today’s story. If there’s some snow left then this could be an extra activity!</li> <li>– Try making your own pop-up picture. You might find a ‘how to’ on the internet or Youtube.</li> <li>– Create your own story about some animals enjoying the snow or another type of interesting weather... what about the Tornado Turtles or the Fog Foxes.</li> <li>– Make some hot toast and pretend to be one of the three baby bears!</li> </ul>	<ul style="list-style-type: none"> <li>– Choose one of the robbers shown in the book (e.g. Grabber Dan, Grandma Swagg) and write a story about a crime they might have committed.</li> <li>– Make a ‘Wanted’ poster about one of the criminals?</li> <li>– Design a machine that will catch a robber who tries to steal something from your bedroom.</li> <li>– Look at the police officers’ street map and plan routes from one street to another. What roads do you need to use to get from one place to another? Which direction will you need to turn?</li> </ul>	<ul style="list-style-type: none"> <li>– There are lots of examples of Australian animals in this book. What can you find out about kangaroos, dingos, wombats or koalas?</li> <li>– Stephen loves the illustrations by Jim Field, Choose an animal and try to do a pencil drawing in Jim Field’s style? Jim draws a mouse: <a href="https://youtu.be/OBQkLVSc41E">youtu.be/OBQkLVSc41E</a> Jim draws Oi Frog! <a href="https://youtu.be/DyCe11Jmk8">youtu.be/DyCe11Jmk8</a></li> <li>– Design a new home for Kevin to live in after his tree fell down.</li> <li>– Kevin is very good at three things: clinging, napping and munching on leaf-buns. What three things are you really good at? What skill do you need to improve? How can you have a ‘can do’ attitude?</li> <li>– Look at the page that shows the same location at four different times/weather conditions. Can you create a similar picture of your own?</li> <li>– Check out the live camera of the koalas at Edinburgh Zoo! <a href="https://edinburghzoo.org.uk/webcams/koala-cam/">edinburghzoo.org.uk/webcams/koala-cam/</a></li> </ul>
<b>Thursday</b>	<b>Friday</b>	
<p><b>The Old Sailor</b> by A. A. Milne <i>illustrated by E. H. Shepard</i></p>	<p><b>Never Show A T-Rex A Book</b> by Rashmi Sirdeshpande <i>illustrated by Diane Ewen.</i></p>	
<ul style="list-style-type: none"> <li>– Imagine you are a sailor stranded on a desert island. What would you do to survive? Design a shelter, a way to catch food, a raft to escape, or a way to catch the attention of a passing ship!</li> <li>– Design your dream desert island. Create a map and don't forget to mark some treasure with an X.</li> <li>– There is a radio programme called Desert Island Discs where famous people try to decide on the 7 songs or pieces of music that they would take with them to a desert island. Maybe listen to an episode! What 7 things would you choose to take with you if you were going to be cast away?</li> <li>– Talking task: try to use the diamond 9 to have a discussion with your family. Decide on all the things you <u>could</u> take with you to survive on a desert island. Write or draw them on little slips of paper or sticky notes. Have a discussion to decide which 9 are most important and why. <i>See the attached support sheet for help but you don't need to print it to compete the activity.</i></li> </ul>	<ul style="list-style-type: none"> <li>– Try out one of these dinosaur crafts:               <ul style="list-style-type: none"> <li>○ <a href="#">Paper dinosaurs</a></li> <li>○ <a href="#">Paper Pterodactyl Puppet</a></li> <li>○ <a href="#">Dinosaur Footprint Craft</a></li> </ul> </li> <li>– Design a library that would be suitable for a T-Rex.</li> <li>– Write your own story about showing something to a T-Rex: a games console? a jigsaw puzzle? a bathroom?</li> <li>– Do some research to find out about the real tyrannosaurus rexes!</li> </ul>	