



We have updated 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

twitter.com/frogstonsps



Home Learning Grid

16th February 2021

Dear families,

We hope you are well and have had a relaxing holiday. Hopefully the break has reinvigorated everyone and we are ready for more home learning!

We had hoped to be back at school by now but unfortunately that is not the case. However, we were really impressed with all your hard work before the holidays and as always, we are here if you need support. Either drop us an email or give us a call if there is anything we can do to support your child's learning further.

This week we begin to round off our Scotland topic by thinking about Scottish clothing and looking at artefacts from the past.

We will also learn two new sounds in literacy and will begin to work with numbers up to 30 in numeracy, practicing forwards and backwards number sequences.

As always there will be a parent Q&A drop-in session on *Tuesday* from *10:00am*, should anyone have a question about home learning. Learner check-ins will also continue throughout the week and will provide an opportunity for children to share their learning.

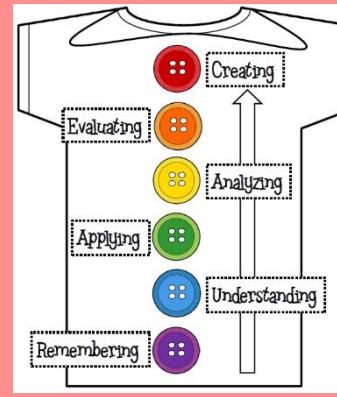
Remember to get in touch with Stephen if you have a story that you would like to record for 'Frogston Stories'. Thank you so much to those who have contributed already!

Have a great week!

Esme & Stephen

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

Stephen.Pritchard@ea.edin.sch.uk

Literacy: phonics	Literacy: reading and writing	Literacy: listening and talking
<p>Teaching videos for Literacy will be released on Tuesday and Thursday.</p> <p>Our new sounds: <i>Tues – v Thurs – y</i></p> <p>Video 1 - introducing the new sound Video 2 - learning how to form the letters Video 3 - word building with the new sound</p> <p>Suggested tasks</p> <p>Create sounds flashcards for the sounds v and y. Add these to the other flash cards that you have made. Flash these quickly to practice quick recall of sounds.</p> <p>Make a sound poster: think of as many words as you can either beginning with or featuring our new sounds and make a poster with illustrations.</p> <p>Sensory letters: Practice forming the new sounds in a tray of shaving foam or flour, build them with Lego or other construction materials, write outdoors with a stick in mud.</p> <p>BBC bitesize: listen to the new sounds here: v and y</p> <p>*When discussing the y sound be aware that this letter is also often found at the end of words, for example making the 'ay' and 'oy' sound but also in words such as 'my' making the 'i' sound. At this stage we advise that you focus on the 'y' sound (as modelled in the video) to avoid confusion and we will begin to look at other sounds this letter can make as we progress through the phonics program. *</p>	<p>Create a comic strip.</p> <p>We have explored different ways to create a story at school, using story maps, making little paper books and using our book creator app. Another way to create a story is to create a comic. Research the key features of a comic and have a go at creating a comic strip to tell either a familiar story or to create your own story.</p> <p>Comic strips are often action packed adventure that sometimes feature superheroes! Think carefully about the images you will use and how you can use speech bubbles too.</p> <p>Choose your challenge level: Either have a go at writing some of the words yourself or ask an adult to scribe the words for you.</p> <p>Notes: Remember, perfect spelling is not the priority. Support your learner to gain confidence sounding out words independently.</p> <p>Follow this link for printable comic strip templates, or make your own template!</p>	<p>Discuss a story.</p> <p>Talking about stories can help us to understand them better. When we talk about stories we practice different skills</p> <p>These skills are like levels that we work our way up as we begin to understand a text better. Each skill is more complex than the last with <i>remembering</i> being the easiest of the skills and <i>creativity</i> the most complex.</p> <p>Begin by thinking about remembering and understanding. Read a different story each day and ask some of the purple and blue questions from the blooms buttons questions document. Not all of the questions will be relevant to the story you have read, and the questions can be used with older learners too, so some questions may be a bit complex for our learners. Move onto the more challenging skills if children seem confident at remembering and understanding the text.</p> 
Numeracy: number sequences	Numeracy: time	Numeracy: problem solving
<p>Teaching videos for Numeracy will be released on Wednesday and Friday.</p> <p>Wednesday: Skip counting in 10's Practice counting in 10's using this 100 square.</p> <p>Practice counting forwards and backwards through the 10's numbers as modelled in the learning video. Try to start and stop on different numbers each time and begin with just short sequences before building up to longer number sequences. You could also try strategies such as making a number line to 100 or making bundles of ten (modelled in the video) to help learners to practice their counting.</p> <p>This is the first time that we have practiced counting in 10's so it may be a little tricky to begin with. Lots of modelling and 'my turn, your turn' (as modelled in the video) can help learners to feel more confident.</p> <p>Friday: Number bonds to 10 Lots of our learners will be beginning to feel confident at counting to 20 and perhaps beyond, and hopefully with our work on counting items from two collections learners will be developing their addition skills. To further develop our addition skills, we are going to think about different ways to make 10. For this Esme uses just a coat hanger and some clothes pegs and will show learners how to write 'number bond bubbles'. If you don't have a clothes hanger or pegs you can use this virtual number rack (use the + and – buttons to set the rack to 10 beads.) The aim of this is to help learners to partition and break 10 down in different ways, which they will be able to apply to larger addition and subtraction sums.</p>	<p>2D shapes</p> <p>Before the holidays we learnt a little about 2D shapes in our shape scavenger hunt. Continue to explore 2D shapes by playing these games: Sort shapes by their properties Shape splat! (click 'basic shapes') You could also create a shapes poster, thinking about the properties of different shapes or even explore shapes by pushing objects into playdough to see what shape they make. Use this non-cook playdough recipe.</p> <p>Digital time</p> <p>We have looked at telling o'clock times (and half past times if you were confident!) using an analogue clock. Now use this interactive clock to compare analogue times to digital times. Continue to practice just o'clock and half past time for now. If you made your own analogue clock from a paper plate practice making o'clock times on this and writing these times in digital form on scrap paper. If you are feeling confident at analogue and digital times play this game</p>	<p>Reasoning and estimating</p> <p>Water, water everywhere...</p> <p>Begin by finding a selection of bottles / tubs (this works particularly well if you can find some bottles that have the same capacity but that are different shapes e.g. tall / skinny and low / wide, as well as bottles that have different capacities.)</p> <p>Which, do you think, hold the most / least water? How can you find out?</p> <p>Can you put them into order based on which you predict will hold most? – what are your reasons?</p> <p>What do you find?</p> <p>How many cups of water do you think each bottle holds? Can you record your findings?</p> <p>Click here for more information.</p>

Health and Wellbeing	Topic	STEM
<p>A balanced diet</p> <p>What is a healthy, balanced diet?</p> <p>Begin by watching this video. Then click here and watch the following videos: dairy, protein, fruit and vegetables, starchy carbohydrates and foods we need to eat less often.</p> <p>Can you design a healthy plate of food based on what you learnt in the videos? You could either draw this or make a healthy meal for your lunch.</p> <p>We also need to drink water as part of a balanced diet. Why do you think we need water?</p> <p>Where do our foods come from?</p> <p>Discuss which foods come from animals and which foods come from plants. You might want to draw pictures or create a mind map.</p> <p>What food is grown and produced in Scotland? Do some research!</p>	<p>Scottish artefacts</p> <p>People in the past lived differently to us. <i>How can we learn about the past?</i></p> <p>One way we can learn about the past is to look at artefacts from the past. Look at the National Museum of Scotland website where you will find historical artefacts from the medieval period to the present day. Choose a time period / range of artefacts that interest you.</p> <p>How do you think these things were used? How do you think they were made? Do we have similar objects today?</p> <p>What have you learnt by looking at these objects?</p> <p>Do you have questions about these artefacts?</p> <p>Use these questions to guide your own research.</p> <p>Compare your life to the life of someone in the past. This may take the form of a Venn diagram, table or mind map. How is life similar / different?</p> 	<p>Float or sink?</p> <p>Many of you have been busy making boats you may already have experienced floating (well done!) or sinking (hopefully not!)</p> <p>Fill a large tub with water (or use your bath) and a selection of objects. Predict whether they will float or sink and discuss your reasons. Test your theories and see if you are right!</p> <p>Alternatively try this with fruit and veg. Try apples, oranges, limes, lemons, peppers etc. Why do you think some float and others sink? Try using an orange – what happens? Then peel it and see if you get a different result!</p> <p>Try cutting the fruit into different shapes, does this change anything?</p> <p>Record your results in a way of your choosing.</p>
<p>Play challenge</p> <p>Marble run!</p> <p>Have a go at creating your own marble run! This could be designed for marbles or it could be a larger creation designed for a tennis ball or football.</p> <p>You could use junk modelling materials such as cardboard and tubes, or household objects, such as carefully balanced books.</p> <p>Discuss why the ball rolls downwards, how to make it roll faster and how to slow it down.</p> 	<p>Creativity</p> <p>Traditional Scottish clothing.</p> <p>Research traditional Scottish clothing. What are the key features?</p> <p>Look at the The tartans Authority website for more information.</p> <p>Create your own version of traditional Scottish clothing – use a blanket as a kilt, make a sporran from junk modelling resources, create a sgian-dubh from cardboard, borrow a shirt to wear etc... Look at photos of traditional Scottish clothing for inspiration!</p> <p>How does it feel being dressed like this? Would you want to dress like this all the time? – why / why not?</p> <p>We would love to see photos of you dressed in your Scottish clothing!</p>	<p>Outdoors</p> <p>Animal tracks.</p> <p>With the recent snow and the resulting mud at lot of the children at Valley Park have spotted lots of animal tracks on the ground, mostly bird tracks but also tracks belonging to small animals like squirrels and local cats!</p> <p>Try to be an animal tracker! Head outside and see if you can you spot any animal tracks in the mud. What animal do you think made them? Use clues such as the size and shape of the tracks.</p> <p>Use this animal tracker sheet to help!</p> <p>Why not have a go at making some playdough and explore mark making to create your own animal tracks! Or find some mud to make animal tracks in!</p>

Daily stories and suggested activities

All videos will be live from Monday at 10:00



Monday

School holiday

Tuesday

Lucie Goose

by Danny Baker and Pippa Curnick

Click [here](#) to listen to the story.

Activities:

-Make a story map for this story with all the animals that Lucie met.

-Lucie goose spends a lot of time outside in her garden tending to the carrots, picking strawberries and flowers too. Draw a picture of Lucie goose's garden! What do you think it looks like?

-Discuss: why do you think the wolf, the bear and the lion changed their minds about going to Lucie's house for tea and cake? (take a close look at the illustrations!)

-Follow these [instructions](#) to draw your own goose!

-Role play your own tea party with lots of cake and tea!

Wednesday

Silly Billy

by Anthony Browne

Click [here](#) to listen to the story.

Activities:

-Have a go at making your own worry doll! You might use cardboard, lollipop sticks, pipe cleaners, or anything else you have at home.

-Discuss: Talk about things that worry you. What do you do when you are worried? Or what could you do when you are worried?

-Did you notice that the colours of the illustrations change depending on Billy's feelings? What colours would you use to represent different moods?

-In this story Billy visits his Granny and sleeps at her house. At the moment, many of us can't visit our extended family because of the virus. Which family member do you wish you could visit? Write them a letter!

Thursday

Tidy

by Emily Gravett

Click [here](#) to listen to the story.

Activities:

-Discuss: What can we do to look after the environment?

-Have a go at litter picking in your local environment. This could be done on your daily walk. Take care and make sure an adult helps you with this.

-Take a look at the illustrations in this story. The trees change throughout the seasons and are created by printing paint using different shaped stamps. Have a go at creating your own tree pictures!



-In this story there are lots of examples of British woodland animals. Choose an animal that interests you and research this animal. You might even make a poster about this animal.

Friday

Whatever next!

by Jill Murphy

Click [here](#) to listen to the story.

Activities:

-Have a go at building your own rocket. In the story Baby Bear uses a cardboard box to create his rocket. What will you use?

-Discuss: Do you really think he went to space? What do you think happened?

-What do you think space looks like? What do you think the moon looks like? Draw a picture or do some research.

-In this story the bear saw an owl. Owls are nocturnal, what does this mean? What other animals are nocturnal? Make a poster about nocturnal animals.

-Role play: dress up as an astronaut and go on an adventure! In the book Baby Bear uses a colander for a helmet and wellies for space boots. What will you use?