



Roseburn Primary School: Edinburgh Learns @Home
Week 1 Home Learning for Primary 2



<p>Literacy and English - Reading Select and read, or listen to, a story of your choosing. Explain why you chose this story. What did you like/dislike about it? <i>Were you able to give your own opinion on the story?</i></p>	<p>Numeracy and Mathematics – Number Hunt Find numbers in newspapers, junk mail, around your house etc. Cut them out and make a poster, show them to your family or take photos of them. Challenge: Can you find 2 numbers the same? What is the largest/smallest number you have found? Challenge someone to find a larger number.</p>	<p>Health and Wellbeing Can you create a repeating action pattern? Practise the pattern below then make up your own to get your heart beating faster: <i>clap clap, stomp stomp, clap clap, stomp stomp</i> <i>jump jump jump, wiggle, jump jump jump, wiggle</i></p>
<p>Literacy and English - Vocabulary and Spelling Use the words your teacher has given you (or pick some words from the book you are reading). Play spelling tennis with a partner. You say one letter and your partner says the next until the work is complete. Choose some other words to play this with. They might be connected to a topic you are covering.</p>	<p>Numeracy and Mathematics - Sequencing Sequence numbers in the range 1-30 eg write 14, 15, 16, 17 on separate pieces of paper, mix them up and sequence them. Repeat for other sequences. Challenge: Try to sequence larger numbers? Can you order numbers found on the Number Hunt?</p>	<p>STEM Blast off to space. Watch how the Earth looks from space, what do you see? https://www.youtube.com/watch?v=EEIk7gwigIM Think about what you know about space and find out something new.</p>
<p>Literacy and English - Writing Techniques Write as many sentences as you can think of using these 3 words:- dog shoe river Check that your sentences:-</p> <ul style="list-style-type: none"> • have capital letters, full stops and spaces • make sense 	<p>Numeracy and Mathematics – Recognising Numbers Point to a number between 1 and 30. Ask “what number is this?” Possible contexts – door numbers, pages in a book, buses. Challenge: Look at two of your numbers. Which is larger? Also ask for the number before or after.</p>	<p>Expressive Arts Go outside with paper or a notebook, find a place to sit either in your garden or by a window and sketch the landscape you see. Are there buildings or trees? Try to focus on and draw only what you can see.</p>
<p>Literacy and English - Extended Writing I am learning to write a clear sequence of events. Choose one of the pictures from attached sheet. What do you think might be happening? Write at least 3 sentences to tell the story.</p>	<p>Numeracy and Mathematics – Dot to Dot Complete the dot-to-dot puzzle on the back of this sheet. Challenge: Can you do it backwards (starting from the largest number)?</p>	<p>Social Studies How can you care for your community? You could:</p> <ul style="list-style-type: none"> -make a sign to remind people in your house to wash their hands -pick up litter with an adult in your local area -tidy your things to make a donation to charity



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Literacy and English - Listening and Talking

Choose a household item or one of your toys. Think of 3 interesting facts about that object and note them down. Can you talk about your object for 1 minute? *Did you speak loud enough to be heard and slow enough to be understood?*

Puzzle

Try to find two objects at home that are the same height or length. Try to find two that feel the same weight. Can you find 3?

Health and Wellbeing

Make a fruit salad with at least **three** types of fruit. How many different colours and shapes can you include? How about juice or tinned fruit?

Think about:-

- Who is in the picture?
- Where are they?
- What are they doing?
- What do you think they are saying to each other?
- What might happen next?



Remember to:-

- Use capital letters and full stops.
- Leave spaces between your words.
- Read your sentences to make sure they make sense

Extra challenge

See if you can get 'and' or 'but' into one of your sentences.

Write your story here.



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Where are they?

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What might happen next?



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Self-reflection Plenary

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select some self-reflection questions. You can look at them by yourself or, even better, discuss them with someone else.

	1	2	3	4	5	6
A	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?	Were there any tasks today that I found too difficult? What made it difficult? Did I give up straight away or keep trying?	Did I estimate correctly how long each task would take? If not did I under estimate or <u>over estimate</u> ?	Did I start with the easiest bits of the task or the hardest? Did I work through tasks in a specific order?	Did I try going back to a tricky task later and reading it again? Did it make a difference?	Did any of yesterday's tasks make more sense today now that my brain has had time away from it?
B	Which parts of today's tasks used knowledge I felt confident about remembering?	Which tasks had new learning in them? What did I learn?	Thinking of one of my tasks. Did I understand the concept that I was working on?	Did I find it easy to stay on task today? What helped/hindered this? Is it different depending on the task?	Can I think of ways to improve my motivation for tomorrow?	Do I need to practise anything to make tomorrow's learning easier?
C	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a <u>particular task</u> ?	How can I make sure I remember what I learned? What have I done in the past that has worked?	How long do I think I will remember what I learned? How could I check next week, next month?	Am I worried about anything after today's work? What can do if I am worried?