



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



<p>Literacy and English - Reading Scan the next page in your reading book for words you do not know. When you find one stop and work out what the word could be. Try sounding it out, breaking the word into smaller chunks, reading on to see if the sentence helps.</p>	<p>Numeracy and Mathematics – Scavenger Hunt Ask someone to make a scavenger hunt for you, for example... In the garden – Find 5 stones, 6 blades of grass; Indoors – Find 4 pens, 7 spoons. Challenge: Count how many items you found altogether.</p>	<p>Health and Wellbeing Help to make a meal. Ask an adult to help you with chopping things- can you practise the bridge hold in the video below: https://www.youtube.com/watch?v=qNOGCLXfHWY</p>
<p>Literacy and English - Vocabulary and Spelling Use the words your teacher has given you (or some simple ones from the book you are reading). Make flashcards for your words. Write each word on a piece of paper or card. Put them in order of easiest to hardest, Start learning the hardest first! <i>Is the same word still the hardest?</i></p>	<p>Numeracy and Maths – What Comes After? Choose a number between 1 and 30. What is the number after your number? eg. "What is the number after 17?". Challenge: Try to say the number after for larger numbers e.g. "What is the number after 39?". Try to say the number 2 more than your number e.g. "What is 2 more than 9?".</p>	<p>STEM Float or sink?! Choose 10 objects from home (have an adult check these first!) and test whether they float or sink. Try your experiment again, but this time predict whether they will float/sink before you conduct your experiment.</p>
<p>Literacy and English - Writing Techniques Use the handwriting rules you have been learning in class. Practise writing your name, on the sheet provided, until you are happy that it is your best work. <i>Check your work. Can you improve anything?</i></p>	<p>Numeracy and Maths – Counting Out Loud Choose a starting number between 1 and 30. Count forwards from that number. Challenge: Can you count forwards from a number larger than 30? Can you count forwards with someone, each taking a turn to say a number?</p>	<p>Expressive Arts Draw the same object three ways: 1. Without letting your pencil leave the page 2. Without looking at your paper- no peeking! 3. With your weaker hand</p>
<p>Literacy and English - Writing: Settings Look at the setting pictures and try to imagine being there. Think about what it would look, feel, sound and smell like. If you would like a further challenge look at pictures in a book of your own, can you do the same for them?</p>	<p>Numeracy and Mathematics – Count a Collection Count a collection of items e.g. Ask "how many teddies are there?" Challenge: Put two collections out and ask "How many altogether?" e.g. 7 spoons and 5 forks.</p>	<p>Social Studies Choose somewhere in the world to go on an expedition to. Pack a bag with only three objects to take with you. Why did you choose these and not other things? You could even camp overnight indoors and see if you had the right equipment!</p>
<p>Literacy and English - Listening and Talking Choose a member of your family (or a friend) to talk about. As you talk think about the speed and volume of your voice. What can you do to keep the audience interested? Try your talk out on someone or record it.</p>	<p>Problem Solving Freddie the spaceman met 17 aliens. Suddenly, 9 aliens were zapped away! How many aliens were left for Freddie to play with?</p>	<p>Health and Wellbeing Think about 'big' feelings that you know or have felt, e.g. frightened, petrified. Consider the facial expressions and body language that go with them. When might people feel these feelings?</p>

Choose the sheet with the lines you are most used to.



Practice Sheet

Remember:-

Letters sit on the black line

Tall letters touch both black lines

small letters sit on the black line and touch the -----line

Some letters hang down under the line

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 rows of these lines.

Circle your favourite attempts. Why do you like these ones? What makes them the best?

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Think about the following settings.
What would you see, hear, feel and
smell?

Here is an example.



What can you

see? Old trees, dark colours, silhouettes, mist

hear? Leaves crunching, twigs breaking, animal noises

feel? Chill, damp air, frost under feet,

smell? Leaves, earth



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hear?

feel?

smell?



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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?