

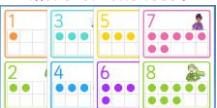
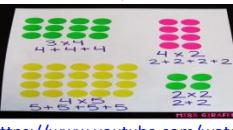
# Week beginning 1st June 2020

## P6 Buddy Building!



As you know, very soon you will become our brand new P7 and you will have lots of new roles and responsibilities. One of the most important and exciting roles you will have is being a buddy for our new P1 boys and girls. We have been planning lots of activities to help our new P1's settle into the Whinhill family and we thought it would be a good idea for our P6's to help out with this and begin their buddy duties. We won't find out who our individual buddies are yet but there are plenty of things we can do to introduce ourselves and what it means to be a Whinhill Boy or Girl!

Write a letter	Read a Bedtime Story	Post A Picture	Send a Message	Make A Plan
<p><b>Write a letter</b></p> <p>Write a letter to the P1's telling them a little bit about yourself and your interests both in and out of school. You can explain that you are looking forward to working with them this year and helping them in lots of different ways. Try to explain a little bit about school and some of the things that they can look forward to and will enjoy. You could also explain a little bit about being a Whinhill boy or girl and what that means. You can use the notes below to help if you like. Remember not to write a big list though but weave a few key ideas subtly into your writing. You could also include a little bit about feelings and how they might be nervous at first but that they will quickly settle in. You could even tell them a little bit about your experiences at P1.</p>  <p><small>© Can Stock Photo - csp1064723</small></p>	<p><b>Read a Bedtime Story</b></p> <p>We thought it might be good practise for you to try reading some stories aloud as you will probably be doing quite a lot of this next year. You could try telling some classic tales like the Three Little Pigs, Red Riding Hood, Goldilocks or The Three Billy Goats Gruff from memory or even try making up your own children's picture stories. We will pop some children's stories onto Giglets for you to use in case you don't have any at home. The Bookbugs website has some of the stories, songs and rhymes that would suit the new P1's.</p>  <p><a href="https://www.scottishbooktrust.com/bookbug">https://www.scottishbooktrust.com/bookbug</a></p> <p>We will add some useful story ideas to twitter and teams this week to help. You could video your own stories or classic tales and send it to Twitter or teams or simply practise this with your family or on your own. Unfortunately we are not allowed to video ourselves reading from story books by known authors for legal reasons.</p>	<p><b>Post A Picture</b></p> <p>Can you make a lovely Welcome to Whinhill sign or picture for the new P1's? Try to make it as bright and colourful as you can. Pick something to draw that would appeal to the little ones with a friendly message! It could be a picture a big Whinhill child holding a little Whinhill child's hand or a sunshine, rainbow, cute animal, balloons or a famous character from a children's book or film. You could also choose to include our school values, or any of the other characteristics of a Whinhill boy or girl listed below. You could even make your message out of chalk and draw it outside on a nice day! Be as creative as you like!</p> 	<p><b>Send a Message</b></p> <p>It would be really wonderful if as many of you as possible could send a little video message to our new P1's to introduce yourself and welcome them to Whinhill by telling them how much you are looking forward to meeting them. It would be great to reassure them that you are here to help look after them and be their buddies. You might want to use your letter, picture or sign in your clip too. You could video this and send it to Twitter or teams.</p>	<p><b>Make A Plan</b></p> <p>Can you make a plan or map of the school either inside or out or both? You could do this from memory or use the Whinhill virtual tour or interactive floor plan to help. The links are below and we will pop this onto twitter and teams to help. Try and label rooms, classes and playgrounds as best you can.</p> <p>Virtual Tour: <a href="https://www.youtube.com/watch?v=UeHpy4VFvec">https://www.youtube.com/watch?v=UeHpy4VFvec</a></p> <p>Interactive Floor Plan: <a href="https://www.thinklink.com/card/1321934738558025729">https://www.thinklink.com/card/1321934738558025729</a></p> 

<h3>Calcu-mates Part 1!</h3> 	<h3>Calcu-mates Part 2!</h3> 	<h3>Sound Supporters!</h3> <p>Just as we do, little ones think about how words are broken up into sounds (phonemes). This helps them to spell, read and write words. They use a clever little hand to help them remember this process when they use their magnetic letters and white board.</p>	<h3>Bi-ling-pal!</h3> 	<h3>Fitness Funatics!</h3> 
<p>Recognising numbers in dot patterns is important to the younger children. We often try to do activities to help children play around with these dot patterns. We can use things like Numicon. The holes in the Numicon Shapes represent the numbers 1 to 10. When they are arranged in order, as in the picture above, children can see connections between numbers, such as 'one more' or 'one less'.</p>  <p>Can you think of any other activities you could try to do with dot patterns with the P1's? You could try dice, dominoes, making them out of playdough, stamping, chalking bricks or slabs outside. Mrs Mitchell even baked Numicon cookies with smarties recently!</p> <p><a href="https://www.youtube.com/watch?v=Lgf7AssF9Kc">https://www.youtube.com/watch?v=Lgf7AssF9Kc</a></p> <p><a href="https://www.youtube.com/watch?v=A1Mazc-SsGO">https://www.youtube.com/watch?v=A1Mazc-SsGO</a></p>  <p>How could you make dot patterns a helpful activity for your stage? Try exploring some of these.</p>  <p><a href="https://www.youtube.com/watch?v=SQwmlT9x2HQ">https://www.youtube.com/watch?v=SQwmlT9x2HQ</a></p>  <p><math>120 \div 8 = 15</math></p> <p>Partitive: Fair share all the tiles into 8 groups until all 120 tiles are gone.</p> <p>Quotative: Repeatedly subtract groups of 8 from 120 until all tiles are gone.</p> <p><a href="http://www.tapintoteenminds.com">www.tapintoteenminds.com</a></p> <p><a href="http://MathletePearce">MathletePearce</a></p>	<p>Children often use real objects to help them learn about numbers. They like to sort them into groups and sets, and use words like 'more than', 'less than' and 'altogether'. They might want to add or take some away or cover some over and work out how many have been covered.</p> <p>Can you think of how you might use objects around the house or garden to help the P1's count, play around with or sort. You could try buttons, socks, spoons, stones sticks....</p>  <p>How could you up-level this activity to make it appropriate for your stage? Could different items represent a different place value? Eg: each stick represent thousands, stones could be hundreds, flowers could be tens and leaves could be units. You could experiment with different combinations and representations or try doing sums this way.</p>  <p>OR</p> <p>Try to practise your number formation making sure everything is the correct shape and height ready to be used as a WAGOLL for the P1's.</p> <p>OR</p> <p>Can you spell all of the most common number words?</p> <p>OR</p> <p>Think about all of the different ways that we can say add, subtract, multiply and divide. How many ways can you think of?</p>	<p>Say, Make/Break, Blend, Read, Write</p> <ul style="list-style-type: none"> <li>■ Say the word</li> <li>■ Make/break the word using magnetic letters</li> <li>■ Blend the word</li> <li>■ Read the word</li> <li>■ Write the word</li> </ul>  <p>They:</p> <ol style="list-style-type: none"> <li>1. say the word,</li> <li>2. make the word using the correct letters</li> <li>3. break the word into sounds</li> <li>4. blend the sounds starting from the left pushing the word slowly together.</li> <li>5. read the word aloud</li> <li>6. write the word down.</li> </ol>  <p>Try making a hand like the one in the picture. Cut out letters and see if you can follow the steps to make and break words. You could pick easy words or challenge yourself with some more difficult sounds.</p> <p>OR</p> <p>Think about your handwriting and letter formation. Try to practise your letter formation making sure everything is the correct shape and height ready to be used as a WAGOLL for the P1's.</p>	<p>Try making a hand like the one in the picture. Cut out letters and see if you can follow the steps to make and break words. You could pick easy words or challenge yourself with some more difficult sounds.</p> <p>OR</p> <p>Think about your handwriting and letter formation. Try to practise your letter formation making sure everything is the correct shape and height ready to be used as a WAGOLL for the P1's.</p> <p>French</p> <p>Bienvenue= Welcome</p> <p>Bonjour= Hello</p> <p>Je m'appelle= My name is.</p> <p>Comment tu t'appelles? What is your name?</p> <p>Ca va?=How are you?</p> <p>Ca va bien= I'm fine.</p>	<p>As you know, learning other languages is very important to us at Whinhill and from very early on all children are encouraged to explore other languages. Can you practise saying Hello, My name is..., What is your name? How are you? in Gaelic, French and possibly even a 3rd language like Spanish or Arabic?</p>  <p>Gaelic</p> <p>Faile=Welcome</p> <p>Halò=Hello</p> <p>Is mise=My name is.</p> <p>(Is me-sh-a)</p> <p>Dè an t-ainm a th'ort? What's your name? (Jay an ten-am a h-or-sh-t)</p> <p>Ciamar a tha thu? How are you? (Kim-ar a ha oo)</p> <p>Tha gu math.I'm fine. (Ha goo ma)</p> <p>French</p> <p>Bienvenue= Welcome</p> <p>Bonjour= Hello</p> <p>Je m'appelle= My name is.</p> <p>Comment tu t'appelles? What is your name?</p> <p>Ca va?=How are you?</p> <p>Ca va bien= I'm fine.</p>  <p><a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=sticky+kids">https://www.youtube.com/results?sp=mAEB&amp;search_query=sticky+kids</a></p> <p><a href="https://www.playscotland.org/">https://www.playscotland.org/</a></p>

### What does being a Whinhill boy or girl mean?

At Whinhill we have a clear vision, set of values and aims that we work hard to develop and nurture. Some important parts of this are shown below.

Read through some of these and think about which ones are important to you as a learner and the important part you will play in modelling and developing these across the school as you move into P7. How could you help your buddy begin to develop and understand some of these? Much of it will be through your interactions with them. The way you talk and play with your buddy and with one another will have a huge impact on how they grow and learn in our school.

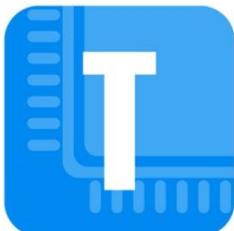
School Values	Talking and Listening for Learning	Skills for Learning Life and Work	Right's Respecting School	GIRFEC Flower
Confidence	1. Sit so that everyone feels included.  2. Good body language.  3. Hand signals to take turns.  4. Don't take attention away from the person speaking.	We learn and think about skills as part of our class work. A lot of the skills are transferable meaning we can use them in all sorts of different situations. These include:  Thinking skills, Literacy, numeracy, physical skills, investigative skills, people skills, research skills, independent learning, presentation skills, organisational skills, resilience, working in a team, time-keeping, self-evaluation skills, a positive attitude to learning, flexible approaches to solving problems, adaptability, a positive attitude to change, the confidence to set goals, reflect and learn from experience.	We are a rights-respecting school. We not only learn about children's rights but also model rights and respect in all our relationships: between pupils and adults, between adults and between pupils.  <u>What are children's rights?</u> The right to a childhood The right to be educated The right to be healthy The right to be treated fairly The right to be heard	SAFE  HEALTHY  ACHIEVING  ACTIVE  RESPECTED  RESPONSIBLE  INCLUDED.  NURTURED
Honesty	5. Respect people's feelings; never laugh at anyone's ideas or opinions.  6. It's ok to disagree but do it politely.  7. Give thinking time but be ready to 'chip in' with super hero scaffolding if someone wants us to.  8. Don't repeat, build on ideas.  9. Ask interesting questions and give strong answers to make our brains grow.  10. Know your learning intention and success criteria so that we can discuss whether we got better at the end and make new targets.			
Respect				
Responsibility				
Kindness				
			Learner Dispositions	
			Challenge, Communication,	
			Creative, Independence, Ownership Resilience	

### STEM/DYW WEEK

As well as focussing on Buddy duties this week, it is also Whinhill's STEM and Developing the Young Workforce Week! Check out Twitter and Teams all week for daily activities and updates.



SCIENCE



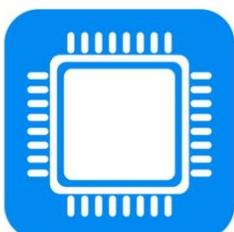
TECHNOLOGY



ENGINEERING



MATHEMATICS



# DYW

Developing the  
Young Workforce

\*REMINDER- Mrs Duff will be doing a live chat with Miss Kinnon's P6 boys and girls on Monday at 11.00am on Teams