



# Primary 1 Learning from Home Plan

## Week Beginning: 25/05/20

	Literacy	Numeracy	Topic/ Other
Monday	<p><b>Learning Intention:</b> I can use new vocabulary.</p> <p><b>Activity:</b> Our word of the week is...<b>cycle</b>. A cycle is something that goes around and repeats itself. We will be learning about 'life cycle's' over the next few weeks and discovering what other types of 'cycles' there are. Use the 'seize the moment' document to explore the word. Where have you heard the word <b>cycle</b> before?</p> <p><b>Learning Intention:</b> I can keep a diary</p> <p><b>Activity:</b> Similar to our weekly news, your literacy work this week is to keep a daily diary. Days of the week are in a <b>cycle</b>. See 'P1 Days of the Week Cycle'. Most of you have read 'Kipper's Diary' in school but take another look in Oxford Tree OWL for ideas.</p> <p>Success criteria:</p> <ol style="list-style-type: none"> <li>1. Write a sentence (or more!) about each day of your week and draw a picture. (Doing nothing? Be creative!)</li> <li>2. Start each entry with Today is....and write the day.</li> <li>3. Use finger spaces and full stops.</li> <li>4. Write on the line.</li> </ol> <p>(You may find it easier to do a couple of days at a time – choose your own pace).</p>	<p><b>Learning Intention:</b> I can order days of the week.</p> <p><b>Activity:</b> Make a 'Days of the Week Spinner.'</p> <p>Draw a big circle/ use a paper plate and divide into 7 sections. Colour them in rainbow colours.</p> <p>Write out the days of the week in rainbow colours – one for each section of your circle. Cut them out and stick them on your circle – in order!</p> <p>Attach your circle to a long rectangle of card/paper – use a split pin / a straightened paper clip / blue tac / small twig – anything that allows your circle to spin around.</p> <p>With rectangle at 12 o'clock and the circle below it, write 'Today is...' on the rectangle. Each day turn your circle so the correct day is at the top. See 'P1 Spinner example' for the real thing.</p> <p>Cheats option? If you have a printer, print off 'P1 Spinner' for words and colour them in or even easier print off the 'P1 Days of the Week Cycle'.</p>	<p><b>Learning Intention:</b> I can create a family dance</p> <p><b>Activity:</b> To keep up our fitness levels, we are turning to dance!</p> <p>Pick your favourite piece of music. Listen to it carefully. Is it always loud or does it have quiet bits. Is it always the same speed? What actions can you put to it?</p> <p>Just like our keep fit routine, create a couple of dance moves that you can repeat in time to the music. Teach them to your family. Get each member of your family to create a dance move too. Take it in turns and put them altogether for a family dance.</p> <p>Turn the music up and boogie!</p>

# Tuesday

**Learning Intention:**

I can use my phonics to attempt to read unfamiliar texts.

**Activity:** Using the Oxford Tree OWL website

<https://www.oxfordowl.co.uk/>

Class Log in: Primary1BA

Password: Reading

**Donkeys:** Greedy Tiger – Explore words with 'ee' in them; at the end or in the middle.

**Tigers/Eagles/Foxes:** The King and his Wish

**Giraffes:** Sun Hat Fun : Ditty 3 & 4

Feel free to explore books at higher levels, if feeling confident, or if no access to the internet choose a book from home to read / find words in.

**Learning Intention:** I can keep a diary  
See Monday.

**Learning Intention:**

I can add within 10.

**Activity:** Do Check up 4 in your maths book. The more confident you become, try to use your number line less.

**Learning Intention:** I can recognise numbers to 20

**Activity:** Bingo. On your board draw a grid with 6 squares. Write a number between 10 and 20 in each square. Ask someone to be the caller and if you have the number give it a tick. Play with the family. 1<sup>st</sup> person to cross out all their numbers calls 'bingo!'.

**Learning Intention:** I understand what a life cycle is.

**Activity:** Make a frog life cycle diagram.

All life occurs in a cycle – for plants, animals and humans. At a basic level we are born, we change and grow and produce more 'babies'/ seeds etc and so life continues.

I know some of you managed to get some frog spawn and hopefully you will have seen them grow and change.

There are 4 key parts of a life cycle of a frog.

1. Egg spawn
2. Tadpole - it grows a tail
3. Froglet - it grows legs
4. A full grown frog.

You can watch the clip to find out more.

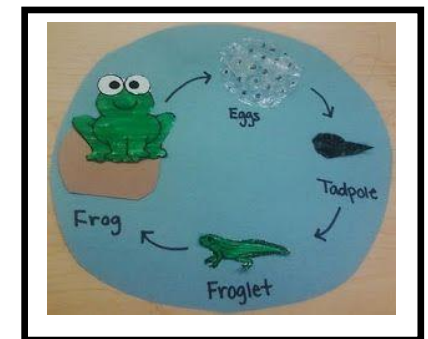
<https://www.youtube.com/watch?v=F3EIGMVU6SY>

Draw a circle and divide it into 4 parts.

Draw and label each part of the cycle. Make sure they are in order.

Add arrows to show the correct order.

(Bubble wrap makes good spawn 😊)



# Wednesday

**Learning Intention:**  
I can form my letters properly.  
**Activity:** Practise curvy and straight letters: s, e, v, w, x and z. Make sure tall letters start at the top line and small letters start on your 'middle' line. Practise writing words building on the letters we have already covered. E.g. sphere, fox, west, fuzzy.

We are starting capital letters next week!

**Learning Intention:** I can keep a diary  
See Monday.

**Learning Intention:**  
I can subtract within 10.  
**Activity:** Complete Check up 11 in your books. Carefully read what they are asking you to do. Use your number line to help.  
**Learning Intention:**  
I can explore 'tens' on a number square.  
**Activity:** Look at the P1 Number Square in resources or see online option in notes below.  
What numbers do you know already?  
10 is made from 1 set of 10 with 0 left over.  
20 is made from 2 sets of 10 with 0 left over.  
Can you find the column with all the tens? They all end in 0.  
From 20 upwards all the sets of 10 numbers end in -ty. Can you work out what is '10' number is called? 30 and 50 sound a bit different.  
Remember threety and fivety just don't sound right!  
Talk through some 'tens' with your family. 20 – 100.

**Learning Intention:**  
Art lesson from Mrs Boyd, please find more information here:  
<https://www.breadalbane.pkc.sch.uk/art-resources/>  
**Activity:**

# Thursday

**Learning Intention:**  
I can blend unfamiliar words  
**Activity:** Using the next word list (or 2) practise blending, as per our normal homework. If unsure blend out loud very slowly. For word lists ending in 'a' start to practise blending inside your head.  
If confident try to use 2 or 3 words from your

**Learning Intention:** I can explore days of the week.  
**Activity:** Answer the following questions. You may need to look at your Days of the Week Cycle to help you.  
Which 'word' finishes each word?

**Learning Intention:** I understand what a life cycle is.  
**Activity:** Stages of life – being a 'baby'.  
When humans are born they are called babies. Some animals produce eggs – frogs, crocodiles, hens or turtles – or larva – bees and butterflies. Most plants grow from seeds.  
As you found out on Monday, we don't just

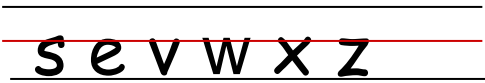
	<p>list in a sentence – make it a silly sentence if you want.</p> <p><b>Learning Intention:</b> I can read tricky words.</p> <p><b>Activity:</b> Pick and read your next tricky word(s). Practise it using ‘Window Fog’ writing. Write it/them 4 times. Find a window and use your breath to fog it up. Write your words in the ‘fog’. You will need to be quick and have plenty of puff! Say it/ them out loud as you write it/them and read them back. Verbally make up sentences to include it/them. Make sure you practise reading your ‘tricky’ tricky words!</p> <p><b>Learning Intention:</b> I can keep a diary See Monday.</p>	<p>How many days of the week are there? Can you name them? Can you name them in order? Which has the most letters? How many claps / syllables does each word have? Which days start with the same letters? Which day is the first day of the week? Which 2 days are the week end? What is your favourite day of the week? Why? See P1 DoW Facts if you want these in a worksheet style.</p>	<p>move from a baby to an adult or and from egg spawn to a frog. We grow. We will explore this over the next few weeks.</p> <p>Other animal babies are called by different names. E.g. sheep – lamb. For now – can you name any other baby animals that are called a different name from the adult animal? Talk about as many as you can think of. Then look at my list. Did I forget some? Did you? See P1 Animal babies.</p> <p>Draw your favourite baby animal and write a sentence to describe why you like it.</p>
<p>Friday</p>	<p><b>Learning Intention:</b> I can use my phonics to attempt to read unfamiliar texts.</p> <p><b>Activity:</b> Using the Oxford Tree OWL website <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a> Class Log in: Primary1BA Password: Reading</p> <p><b>Donkeys:</b> The Big Match – Explore words with ‘igh’ in them. This is a new sound.</p> <p><b>Tigers/Eagles/Foxes:</b> Run, run, run!</p> <p><b>Giraffes:</b> Nog in the Fog : Ditty 1 &amp; 2. Pick a sentence from each Ditty and copy it out. Sound the words as you write them. Feel free to explore books at higher levels, if feeling confident, or if no access to the internet choose a book from home to read / find words in.</p> <p><b>Learning Intention:</b> I can keep a diary See Monday.</p>	<p><b>Learning Intention:</b> I can work out numbers by tens and units.</p> <p><b>Activity:</b> Log on to ‘Top Marks’ / Learning games / Place value odd &amp; even. Take a look at Place Valley Volleyball – up to 19 or Shark numbers – up to 29. Feel free to experiment with other sets of 10.</p> <p><b>Learning Intention:</b> I can read numbers to 20.</p> <p><b>Activity:</b> Matching game. Write out the numbers eleven to twenty, in words, on bits of paper. Then write out the numbers in digits – 11 to 20. Mix them all up together and try to match the numbers to the words. Can you do it? How much faster can you do it? Get someone to time you.</p>	<p><b>Learning Intention:</b> I can relate events to seasons of the year. Seasons come in a <b>cycle</b> too. Every year the same seasons appear in the same order: Spring, Summer. Autumn and Winter.</p> <p><b>Activity:</b> Divide your paper / book into 4 sections and label them Spring, Summer, Autumn, Winter. In each section draw and label what each season means to you. Some may be easier than others. Think of key events like Christmas, Easter, Halloween, the weather, then personal events like holidays and birthdays. Put a least 3 in each box. If you would like a template see P1 The Seasons in resources.</p>

## Notes from the teacher

Well done to those of you using Seesaw. You have given me some good ideas for my plans over the coming weeks. You are very creative – thank you!

For an online number square see Mathsbot.com / Manipulatives / 100 Square and click on the ‘bottom left’ format. This format allows us to ‘count up’ from a number and we physically count in the ‘up’ direction.

Example of handwriting lines:



Mrs Munro has kindly produced some Health and Well-Being activities/lessons, which are also on the school website. The link is <https://www.breadalbane.pkc.sch.uk/health-and-well-being/> .

Miss McPhee has provided us with some Gaelic work. This can be found at <https://www.breadalbane.pkc.sch.uk/gaelic-lessons/>