



# Primary 1 Learning from Home Plan

## Week Beginning: 11/01/21

Monday

### Literacy

**Learning Intention:**

I can use new vocabulary.

**Activity:** Our word of the week is...**tartan**.

This describes the pattern, made up of straight lines, that is always found on kilts but now on many items of clothing and fabric. It is Scottish and recognised by many people around the world. Have you got anything that has a **tartan** pattern in your home already? Go and explore and record (draw/label, photo, video) your findings.

Take a look at *P1 Seize the Moment* to explore the word.

**Learning Intention:** I can write about my own experiences.

**Activity:** Weekly News (See teacher notes) Although it seems ages away, I want you to tell me what your favourite present was at Christmas, who gave it to you and why is it the best. Get an adult to write the full date at the top and copy it underneath – show how we do it in school.

Success Criteria:

Write 2 sentences (min)

Use a capital letter and a full stop.

### Numeracy

**Learning Intention:** I can explore number bonds to 3.

**Activity: The Story of 2 and 3.**

Using your Numicon, pasta shapes or pencil and paper, arrange your shapes to make the story of 2, then 3, which means finding out which numbers add together to make 2 or 3. Write the sum underneath using the + and = signs we have been learning.

Story of 2:  $0 + 2 = 2$

$$1 + 1 = 2$$

$$2 + 0 = 2$$

Story of 3:  $0 + 3 = 3$

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 + 0 = 3$$

Remember it does not matter which order you add numbers in – the answer is the same. Check your numbers are written the right way round.

See *P1 Numicon Printable Shapes* if you want to print off more.

**Learning Intention:** I can order numbers 0 -10 from smallest to largest.

### Topic/ Other

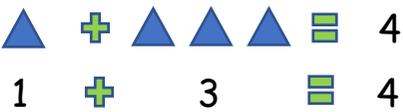
**Learning Intention:** I can design my own tartan.



Using 4 colours (maximum) create your own tartan. Take a recording describing the reason for your choice of colours and pattern.



This is the Pitlochry tartan. The colours are chosen to match the colours of the trees, hills and heather around the town.

	<p>Put a space between each word. (Try to write on the line!)</p> <p>Draw a picture to match.</p> <p>Get someone to help you, but remember we are using our sounds to spell words so try for yourself first.</p>	<p><b>Activity</b> Log onto Top Marks/Learning games/5-7/ordering and sequencing games. Coconut ordering / caterpillar ordering within 10 are good to start with. Watch out! Not all the numbers are there so it may be tricky.</p> <p>Feel free to explore other games/levels.</p>	
<p><b>Tuesday</b></p>	<p><b>Learning Intention:</b> I can identify 'Scottish' items and present them in my own way.</p> <p><b>Activity:</b> What is Scottish? Have a chat with your family and find out what typically Scottish things or traditions are around us. If someone came here from another country what would you say was Scottish? Draw and label at least 5 of your favourites. If you can find an example in your home, take a photo or record yourself telling me all about it or make a collage from food packaging and/or magazine pictures.</p> <p>Here are some ideas to start you off....<b>tartan</b>, haggis, bagpipes, the Saltire (Scottish flag) or tablet.</p> <p><b>Learning Intention:</b> I can use my knowledge of language to explore new words.</p> <p><b>Activity:</b> The Aye / Naw game. I have made a short powerpoint to introduce a few Scots words. Open it up and have a go! <i>P1 Scots Aye Naw Game</i>.</p>	<p><b>Learning Intention</b> I can explore number bonds to 4.</p> <p><b>Activity: The Story of 4.</b> As yesterday, we are moving on to the Story of 4. On a piece of paper, write a + and an = sign, leaving gaps to write numbers or place counting items. Get 4 of an item (pencils, pasta, paper clips etc). How many ways can you sort them to make a sum of 4. E.g.</p> <div style="text-align: center;">  </div> <p>Write the sums out with numbers underneath your counting items.</p> <p><b>Learning Intention:</b> I can order days of the week.</p> <p><b>Activity:</b> Write out the days of the week, cut them out and shuffle them. Can you put them in the right order? Use your days of the week cycle, if you still have it! Copy carefully and spell the words correctly. See <i>P1 Days of week cycle</i> to help.</p>	<p><b>Learning Intention:</b> I can record the weather.</p> <p><b>Activity:</b> What's the weather today? – Let's continue our weather work from last term. Keep a weather diary for 5 days. Draw a picture and write the type of weather each day.</p>

# Wednesday

**Learning Intention:** I can ask questions about Scots language.

**Activity: What?**

*What?* Is a question word. We ask it when we want to find out information. E.g. *What* is your name? *What* class are you in?

Ask your family '*What* are your favourite Scots words? Write as many down together as you can find and we will talk about them in our live lessons this week.

**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

Search for: **Dad's Birthday** or **Big, Bad Bug**.

Dad's Birthday covers character names again.

Big, Bad Bug concentrates on simple blending.

Sound out new words (which may be all or just a few) by each letter or 'double' sound then blend them together slowly e,g bark, b, ar, k = b-ar-k. As always, talk about the pictures and clues in the book to match the words or stimulate predictions or new ideas.

Copy a sentence or two from the book, practicing leaving a space between words.

If access is tricky, please use a book, comic etc from home and find words to sound out.

**Learning Intention:** I can explore number bonds to 5.

**Activity:** The Story of 5.

You can follow the same format as the last couple of days. Now we are up to 5 there are more ways to arrange your numbers. Don't forget the  $5 + 0 = 5$ . Anything with a 0 in it is always tricky.

Take a look at *P1 Number Number 5*.

This will be added as an activity on Seesaw. Look at the Activity tab and click on the green 'response' button. This opens up a 'drawing' page where children and write their answers on the sheet with their fingers (good for tablets) or type in the T text box and alter the size of the box if needed. (it will make sense when you see it.)

Otherwise, think of all the ways we can show a number 5 and write/ colour /draw them in your book. (hint: Numicon, dice pattern, words, tallies, sums etc.)

Keep practising your days of the week.

**Learning Intention:** I am aware of others' emotions

**Activity:** Cheer Up card. Some friends or family may be a bit down about being in lockdown again. Your job is to cheer them up. Design a card that you think will cheer someone up – you may know their favourite toys or books, you might include a good joke. Make it a colourful as you can. Take a photo before you send it to them.

# Thursday

**Learning Intention:**

I can learn a familiar song.

**Activity:** Heid, Shouders, Knaps and Taes.

We are going to learn and practise the Scots version of Heads, Shoulders, Knees and Toes. The words are on *P1 Scottish Songs and Poems*. How confident are you to sing it quicker and quicker each time? Record your efforts!

**Learning Intention:**

I can ask questions – *what?*

**Activity:** Ask your family *what* their favourite or least favourite Scottish food is. My favourite is 'Cullen Skink' (can you find out what that is?) but I don't like 'Scot's Broth'.

Read 'Mince and Tatties' in *P1 Scottish Songs and Poems*. We will read it together in our lesson.

Write in your book:

My family likes.....

My family does not like.....

Success Criteria:

List the food for each statement.

Draw and label a picture to match.

Have a go at sounding out your words. They do not need to be spelled correctly, just use your sounds.

**Learning Intention:** I can count to 20.

**Activity:** Count forwards to 20. So many of you are counting up to 20 already but we need to make sure we are getting every number. See *P1 Number lines* to see all the numbers.

Make your own number line. Cut out numbers from magazines or write them in coloured pencils.

We have done 11 (legs eleven) and 12 in class. 11 is 1 set of 10 and 1 more. 12 is 1 set of 10 and 2 more. So, when reading numbers after 10 the number 1 is always written 1<sup>st</sup>. The 2<sup>nd</sup> number counts up from 1 to 9 in the same order as before until we get to 20 – 2 sets of 10 and zero left over.

11 and twelve are tricky but all the rest end in 'teen'. Be aware – we say **thirteen** and **fifteen** NOT threeteen and fiveteen! The rest are straight forward.

A little song might help 😊

<https://www.youtube.com/watch?v=0VLxWIHRD4E>

Keep practising saying these each day. Write them only if you are feeling confident!

**Learning Intention:** I can improve my ball skills

**Activity:** Solo catch. Throw a ball in the air and catch it, then bounce it on the floor and catch it again. How many times can you do this without losing control?

Under or Over - Create a bridge which you can roll a ball under and throw a ball over. Play with someone and each stand either side of the bridge. Shout 'over' or 'under' and throw the ball over or under the bridge. Can you catch the ball each time?

# Friday

## Learning Intention:

I can learn a Scottish Poem.

## Activity:

 The Wee Rid Motor.

Read the Wee Rid Motor in *P1 Scottish Songs and Poems* and watch Daisy and Heidi perform it – with actions!

<https://www.youtube.com/watch?v=gCIYltkCmg4>

Please learn this off by heart to perform by next Friday. Record your final attempt and put it on Seesaw.

Design your own Wee Rid Motor and draw it. In your imagination, *what* would you see from the window? The sky is the limit! Label your picture.

**Learning Intention:** I can use thinking skills to plan moves.

**Activity:** The box game. A game for 2 or more players.

On a piece of paper draw a grid made up of dots. 4 rows with 4 columns is a good start.

The aim of the game is to have the **most** number of boxes with your initial in it at the end.

Using different colour pens, take it in turns to draw a line linking two dots, that are next to each other, together. Eventually you will have the chance to draw the 4<sup>th</sup> / last side of a square. Write your initial inside it. Then you get another go straight away. HINT: Try **not** to draw a 3<sup>rd</sup> side of a box.

The person with the **most** number of boxes wins. It starts slow but is addictive!

See *P1 Dots Game* for examples.

**Learning Intention:** I can add 2 numbers together.

**Activity:** Beat that!

Roll 2 dice (or more for an extra challenge) and count how many dots you have in total. Taking turns with an adult, see who can get the highest number of dots.



**Learning Intention:** I can record changes in the seasons

**Activity:** Winter Time. January is here and we are in Winter. Just before Christmas we had the shortest day of the year, which means the night was very long. It will very slowly get lighter in the evenings again. If you are out for your daily exercise take a look about. What signs of winter can you find? I have put a couple of pictures on Seesaw. Send me something back.

## Notes from the teacher

Hello Everyone. Happy New Year. This term I intend to carry on with my 'normal' plan as much as possible. We will see how that goes! First up, over the first couple of weeks, we will explore some Scots language and all things Scottish as part of our mini 'Scots' topic. This will lead up to the 25<sup>th</sup> January- Burns Day - as we celebrate the life of famous Scottish poet, Robert Burns.

Live Lessons: I will be hosting a live lesson each day, on Teams, at 1pm. Please access through Seesaw. The link is in 'Announcements'. While this is a chance to catch up and say hello, I will also be going through the timetable for each day and providing practical learning sessions. Please make every effort to attend these. The first one on Monday will be more of an introduction to the system, so we can get the most out of our time. If you have any queries, I am happy to contact you direct, outside of this session. If you have a question you can post it on Teams – everyone will see it and my response or via Seesaw where only I will see it. School e-mail also remains a central point of contact.

Literacy: Our aim is to encourage the children to write as much as possible. This is P1 writing so we use sounds rather than demanding expert spelling. Where possible I ask the children to use sounds so if they write 'maid' instead of 'made' or 'woz' instead of 'was' that is fine – for now. Children are at varying stages and I am hoping to give feedback on work posted on Seesaw to advise on next steps and when new words should be 'correct' etc. Our target in News writing is two sentences. Some may wish to do more, others may need it scribed so they can copy. We always aim for the target. For phonics, please practise tricky sounds – particularly the 'doubles' e.g. oa, ie, ue, er. etc 2 – 3 times a week. We will soon be looking at words lists (for blending) and tricky words too. I will try and post explanation videos, (if my IT skills allow it) for new themes and concepts. Amongst all the other things you do, try to read with your child once a day. Listening to story structure and language is an important part of learning. I will try to record some too.

Numeracy: Luckily numbers are all around us and the home provides lots of opportunities for counting and adding. We are building up the number bonds to 10 as our priority, so take every opportunity to add small numbers together for consolidation. Counting to 20 is verbal practice only as we move to writing the numbers, for recognition and then counting. **Mathsbot.com / Manipulatives** is a great online resource for money, (coins) and Number Frames, which are, in effect Numicon tiles.

There are additional ad hoc activities available as a pick and mix for P1 on the school website.

I am happy to be flexible to ensure your time at home is as stress free as possible. Teacher notes will not be as long as this next time. Do not go beyond the plan as we need to ensure all learning is consolidated and be applied in other contexts before we move on. Good Luck!