**C**onfident **U**nderstood **I**nspired **K**ind **E**ngaged **N**urtured

**Be Safe, Be Kind, Aim High**

First Level Home Learning Grid – May 2021

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| **Literacy**  **Reading**  *I’m learning to read with increasing fluency and expression.*  Try to read with a grown up or on your own every day. This could be a book you have from school or your own. Before reading discuss the front cover and the blurb. Can you predict what the story might be about, what might happen?  When you have read a story or a chapter discuss with a grown up, or write down, your favourite part and why, favourite characters and why, what do you think might or could happen next?  *I am learning to show my understanding of a story and the characters within it.*  Write a book review of your favourite book or chapter you have read.  Would you recommend this story to a friend?  Primary 2 – draw a front cover which shows the title, best part of the story and give stars out of 5 for recommendation.  Primary 3 – Write the title, draw the best part of the story, draw and write a description of a character and give stars out of 5 for recommendation.  Primary 4 - Write the title, draw the best part of the story, draw and write a description of a character, write a short blurb to summarise the story (3 sentences of the 3 main events) and give stars out of 5 for recommendation.  Share your book review with your classmates on Google classroom. | **Literacy**  **Writing**  *I am learning to create the scene for a story.*  Draw a detailed picture of a scene, if you have Lego build a model. Use the scene you create as the setting for a story. Write a description of the scene using adjectives – what do you see, hear, smell?  Challenge – now use the scene you have described to write a story.  Remember to include where (your scene), when, who (characters – this could be you or made up characters) and what (the plot, what happens in the story?)  Grammar  *I am learning to use adjectives in my written work.*  Adjectives are describing words. We use them in our writing to make it more interesting and to add detail.  Copy the sentences and add an adjective in the spaces.  1. The \_\_\_\_ boy climbed to the top of the high climbing frame.  2. A dog walked across the \_\_\_\_\_\_\_ road.  3. My horse trotted through the \_\_\_\_\_\_\_\_river.  4. The girl caught the \_\_\_\_\_\_\_\_ ball.  5. I went to the \_\_\_\_\_\_\_\_ beach on a \_\_\_\_\_\_ day.  Adjectives Hunt – can you find items around your house or garden that are...  Fluffy  Spotty  Yellow  Big  Soft  Smelly  Shiny  Small  Can you find anything else, what adjective would you use to describe them?  Challenge – write a sentence about each of the objects you found. Some might have more than one adjective, e.g The small, soft, smelly sock was lying on the floor.  **Punctuation** is very important in writing. Can you punctuate these sentences so they make more sense...  **C . , ! ?**  1. the fat cat fell off the windowsill luckily he landed on the soft chair  2. wow I love your new bike, can I have a shot please | **Numeracy**  *I am learning to add, subtract, multiply and divide.*  Every day do 10 sums to practice addition and subtraction. Try some mentally as well as written down.  Mild – numbers within 20 ( Practice counting forwards and backwards, number bonds to 10, 6+3=9 so 16+3=19, bridging 10 e.g. 12-4=8)  Spicy – numbers within 100 (counting in 10s forwards and backwards, 4+3=7 so 40+70=100 and 43+70=73, 25+32, 83-20, 83-22)  Hot – numbers within 1000 (counting in 10s & 100s forwards and backwards, +/- 2 digit and 3 digit numbers e.g. 53+42, 76-13, 320+38, 640-20, 542+208, 830-420)  *Remember to think about hundreds, tens and ones when adding and subtracting. Maybe draw them to help. Write the sums as a chimney sum.*  Practise multiplication facts. Write them down or say them out loud. Lay out counters, sweets or toys to show groups of, e.g. 3 groups of 5 sweets = 15 sweets.  Mild- Starting at 0 count in 2s, use a number line to help. Can you try to count in 5s?  Spicy - 2,5, 10 times tables, count in 2/5/10s.  Hot - 2,3,4,5,10 times tables.  Extra hot – 3,6,4,8 times tables, try some division too! (e.g. if 5x9=40, 40÷5=?)  Make a game of bingo by writing some the answers of a times table in a grid of 6 boxes, call out sums from that times table. Who can cross them off the quickest and win the game?  *I am learning to tell the time on an analogue clock.*  Time – practise telling the time, maybe a grown up could help. Use clocks around your house to tell the time. Maybe a grown up could draw blank clock faces for you to draw the time onto, and draw some for you to read.  Mild – can you read and write o’clock and half past times on an analogue clock (clock face with hands)?  Spicy – read and write o’clock, half past, quarter to and quarter past times on an analogue clock (clock face with hands).  Hot – read and write o’clock, half past, quarter to and quarter past times. Try this on analogue and digital clocks.  Can you now draw these times on a clock face?  10 minutes past 3  25 minutes past 6  35 minutes past 8  10 minutes to 12  Challenge -  Charlie leaves his house for school at 8 o’clock.  He meets Sam at quarter past 8.  They meet Billy at his house 15 minutes later.  It takes them 15 minutes to walk from Billy’s house to the school.  What time do they arrive at school? |
| **HWB**  *I am learning to keep my body fit and healthy doing short repeated exercises.*  Create 4-6 circuit stations in your house or garden with a different exercise at each. Move round them, doing each for 2-3 minutes. Depending how tricky you make them and how tired you get, you might want to repeat the circuit 2 or 3 times.  Ideas of circuit stations:   * Star jumps on the spot. * Keepie uppies – using a ball/soft toy how many times can you keep it up using your hand/knee/elbow/ tennis racket. * Bike - lie on your back with your feet up and pretend to cycle. * Squats – stand with feet apart and bend your knees like you’re going to sit then stand back up. Do 5 then take a break then repeat. * If you have a partner, throw and catch a ball/soft toy to each other. * Skip – with or without a skipping rope, on the spot or up and down an area. * Lay a cushion on the floor, jump on and off it, use one foot or try 2 feet. To make this harder, carefully do the same thing on and off a step. * Mini burpees – go onto your hands and knees then stretch your legs out behind. Keep facing down and bend your knees to jump your feet in taking knees towards your chest then straighten again and keep repeating. To make this harder jump up to stand in between each when you bring feet in (this one is tiring so take breaks!).   *I’m learning the importance of mental wellbeing.*  It’s not only important to keep our bodies fit but also our minds.  Find a space to relax. In this space you might want to listen to music, draw, colour in, play with playdoh, read a book. Maybe you could draw a picture of your happy, relaxed space showing where you are, what you are doing and what helps you relax. | **Learning Across the Curriculum**  *I am learning to research a topic and share my learning.*  Choose a country you are interested in and would like to learn more about. This might be a country you are lucky enough to have visited before. Or find a map of the world on google to help you choose one.  Once you’ve chosen a country do some research to find out lots of information about it and how people there live. You might use the internet, books or ask a grown up what they know.  Ideas of what you might want to learn about:  P2 – food, a famous monument/landmark, their flag, how do they say hello?  P3 – as above + what they wear (traditional dress), capital city, more of their language – hello, goodbye, please and thank you.  P4 – as above + sport, a famous person or historian from the country, more of the language they speak – hello, goodbye, please, thank you, count to 10, my name is...  Now choose a way to display your learning of the country.  Mild – a poster with a title (country name) and detailed illustration of drawings showing the things you have learned (flag, food, clothes).  Spicy – a poster with a title (country name), detailed illustration and some words or captions to share some facts.  Hot – a mini research project sharing all your learning with a front cover (title, illustration and your name) as well as 2-4 pages, 1 for each thing you have learned about, with a title and information of what you have learned, don’t forget to draw or print pictures. | **Learning Across the Curriculum**  *I am learning to explore and respect other people’s beliefs and traditions.*  **RME** – can you find out the most common religion of people living in the country you did your research on?  Mild – what is the religion? Draw any symbols related to that religion (e.g. the Christian cross).  Spicy – write or draw 3 things about the religion (e.g. place of worship, a festival they celebrate, their god, their holy book, traditional food eaten).  Hot – draw a detailed picture showing what you have learned about the religion. Include in the drawing one of their festivals and write some information about why they celebrate this festival and what they do to celebrate.  **ICT**  *I am learning to type with more confidence and speed.*  Use BBC Dancemat or Typetastic (better for tablets) to continue to practise your typing skills.  Challenge – after having a go at typing. Can you type a short imaginative story about a trip to the country you have researched? This could be simply 2 or 3 sentences, or a whole passage. |