

| | | |
|---|---|---|
| <p>Literacy and English - Reading Use the title, picture and blurb to select a book to read. Explain why you chose this story. What did you like/dislike about it? Use examples from the book to back up your answers. <i>Would you read something by this author again?</i></p> | <p>Numeracy and Mathematics – 3D Object Hunt Go on a hunt for 3D objects in your home. What can you find? Can you name them? Challenge: Explore the properties of your object – Which ones roll?, Do any of them stack? Can you sort them e.g. into those which roll and don't roll.</p> | <p>Health and Wellbeing Be a Smile-Spy! Draw a smile on lots of bits of paper and hide them in special places around your home. If someone finds one tell them something that puts a smile on your face. What puts a smile on theirs?</p> |
| <p>Literacy and English - Vocabulary and Spelling Look at the 200 most commonly used word list provided. See how far down the list you can get before you start getting stuck. Learn the next 6 on the list. Get someone to quiz you on them. Make sure you know what each word means. You could put each in a sentence to prove it.</p> | <p>Numeracy and Mathematics - Sequencing Sequence numbers in the range 1-100 e.g. write 38, 39, 40, 41 on separate pieces of paper, mix them up then sequence them. Repeat for other sequences. Challenge: Can you try to sequence larger numbers? Can you order numbers which aren't in sequence e.g. 3, 71, 55, 12?</p> | <p>STEM Bring the wet weather indoors by creating a cloud in a jar: https://www.giftofcuriosity.com/weather-science-how-to-make-a-cloud-in-a-jar/</p> |
| <p>Literacy and English - Question or Statement? Think about 5 things you would like to tell your friends or teacher. Write them down in sentences. Now think of 5 questions you would like to ask them. Write them down too. Do all your sentences have full stops and your questions have question marks?</p> | <p>Numeracy and Mathematics – Recognising Numbers Find a number between 1 and 100. Can you say the number out loud? Possible contexts – door numbers, pages in a book, buses. Challenge: Look at two of your numbers. Which is larger? Also ask for the number before or after.</p> | <p>Expressive Arts Fold a piece of paper in half and then in half again so that your paper is split into quarters. On each of the 4 sections draw or paint the weather outside. Repeat on different days so that you have 4 different weather cards that you can put on display in your house.</p> |
| <p>Literacy and English - Writing Choose one of the pictures from the attached sheet. What do you think might be happening? Write at least 3 sentences explaining where, when and why the events are happening.</p> | <p>Numeracy and Mathematics – Dot to Dot Puzzle Complete the dot-to-dot puzzle on the back of this sheet. Challenge: Can you do it backwards (starting from the largest number)?</p> | <p>Social Studies Try and learn two different knots and practise them until you don't need to follow the steps: https://www.animatedknots.com/basic-knots Where do we use knots? What jobs might need you to be able to tie knots? How have knots been replaced?</p> |
| <p>Literacy and English - Talking and Listening Ask a family member for their opinion on something e.g. Should children get pocket money? Under what circumstances? Should homework be banned? Should we have school uniform? Listen to their answers and ask them questions. Show them you value their opinion by allowing them to share it fully.</p> | <p>Puzzle - Code Name Write the number that represents each letter e.g. A=1, B=2, ... Then write your first name in code e.g. Ben would be 2/5/14. Can you write a coded message for a friend?</p> | <p>Modern Foreign Languages Does anybody at home or in your family speak a different language? Try to learn how to say hello, how to ask someone what their name is or even some different words for fruit and vegetables. <i>“Les pommes sont magnifiques!”</i></p> |

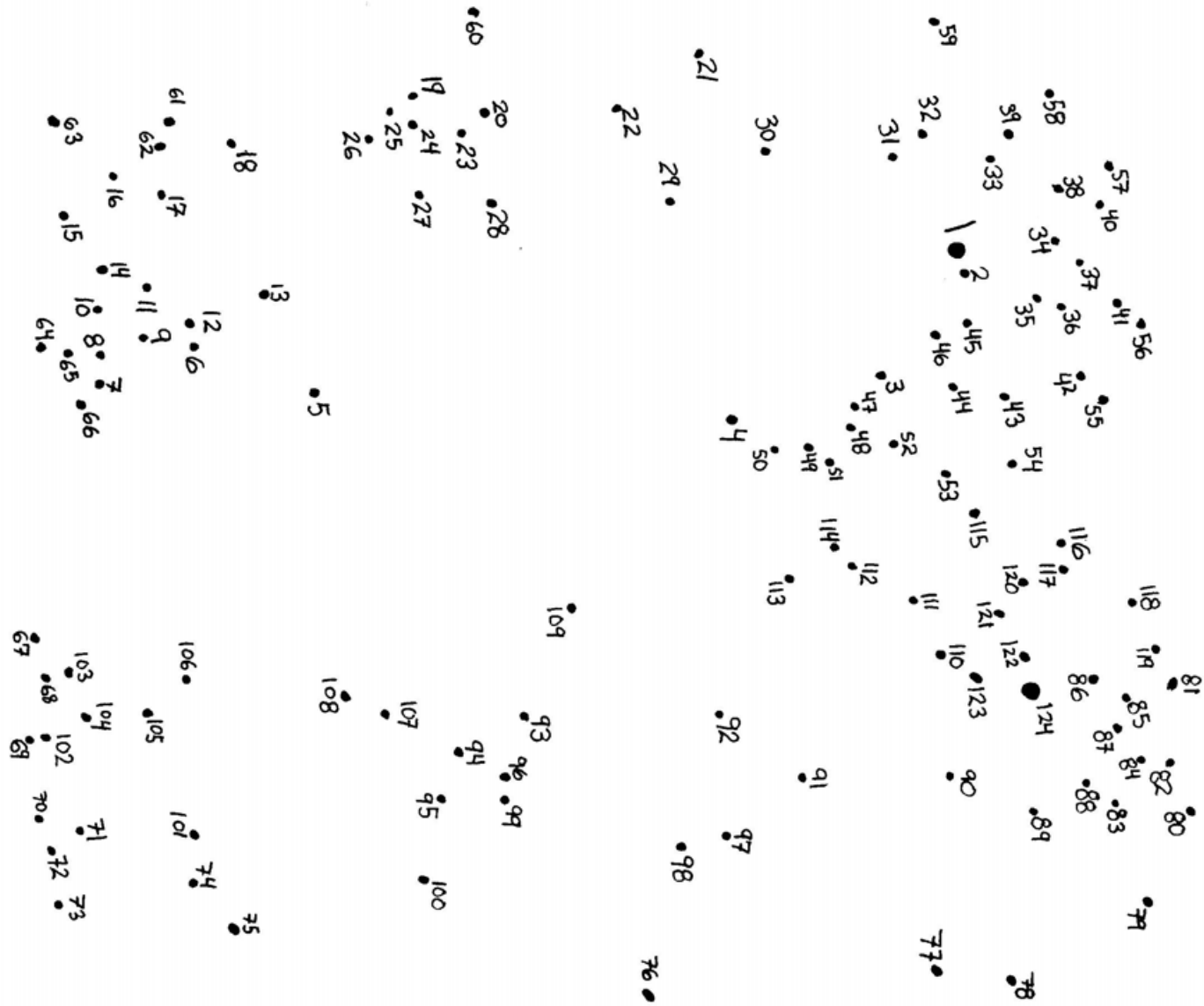


Edinburgh Learns @Home
Week 1 – Home Learning for 1st level – Block B



Edinburgh Learns @Home

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Next 200 High Frequency Words

in frequency order reading down, the columns (water to laughed then let's to grow)

| | | | | |
|--------|----------|---------|-----------|----------|
| water | bear | find | these | live |
| away | can't | more | began | say |
| good | again | I'll | boy | soon |
| want | cat | round | animals | night |
| over | long | tree | never | narrator |
| how | things | magic | next | small |
| did | new | shouted | first | car |
| man | after | us | work | couldn't |
| going | wanted | other | lots | three |
| where | eat | food | need | head |
| would | everyone | fox | that's | king |
| or | our | through | baby | town |
| took | two | way | fish | I've |
| school | has | been | gave | around |
| think | yes | stop | mouse | every |
| home | play | must | something | garden |
| who | take | red | bed | fast |
| didn't | thought | door | may | only |
| ran | dog | right | still | many |
| know | well | sea | found | laughed |

Think about:-

Who is in the picture?

Where are they?

What are they doing and why?

When is this happening?

What do you think they are saying to each other?

What might happen next?



Remember to:-

- Use capital letters, full stops or exclamation marks.
- Use interesting sentence openers
- Read your sentences to make sure they make sense

Extra challenge

See if you can use conjunctions in your sentences.

Think about:-

- Who is in the picture?
- Where are they?
- What are they doing?
- What do you think they are saying to each other?
- What might happen next?



Remember to:-

- Use capital letters, full stops or exclamation marks.
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Thinking about how you learn can help you learn more effectively.

At the end of a day of learning you might like to choose a row (A or B) and roll a die to select 2 or 3 questions to think about.



You can think about them by yourself or, even better, discuss them with someone else.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|---|--|---|---|
| A | <p>Were there any tasks today that I found too easy?</p> <p>Why?</p> <p>Could I have added my own challenge?</p> | <p>Did I make a good guess about how long each task would take?</p> | <p>Did I get stuck?</p> <p>Did I give up or try a different way?</p> <p>What did I try?</p> | <p>Did I try going back to a tricky task later?</p> <p>Did that make a difference?</p> | <p>Did I find it easy to stay on task today?</p> <p>What helped?</p> <p>What didn't help?</p> | <p>How can I make sure I remember what I learned?</p> |
| B | <p>Which tasks were practice of something I already know?</p> | <p>Which tasks had new learning in them?</p> <p>What did I learn?</p> | <p>Were there any tasks today that I found too difficult?</p> <p>What made it difficult?</p> <p>Did I give up straight away or keep trying?</p> | <p>Did any of yesterday's tasks make more sense today now that my brain has had time away from it?</p> | <p>Did I choose the order of my tasks?</p> <p>Did I start with the easiest task, or the hardest, or the most interesting or the most fun?</p> | <p>Can I think of ways to improve my motivation for tomorrow?</p> |



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