

Edinburgh Learns @Home  
Week 4 – Home Learning for 1<sup>st</sup> level – Block B

<p><b>Literacy and English</b> <b>Book Review</b> – Read your favourite book. Can you write a book review and design a new front cover?</p>	<p><b>Numeracy and Mathematics</b> <b>How many?</b> Play with an adult. On the count of 3, both players show a number of fingers. The child subtracts the smaller number from the larger by folding them down and counts how many fingers are left. For a challenge – write some numbers on paper and cut them out to make cards (e.g. 1-40). On the count of 3, both players turn over a number card and make a subtraction sum.</p>	<p><b>Health and Wellbeing</b> <b>Copy my moves</b> - Try this activity with a family member. It can be played with 2 or more people. One of you will perform a move and the other will copy it. Add a move each time so that by the end you are performing a sequence of moves and your partner is copying. Swap roles.</p>
<p><b>Literacy and English</b> <b>Clever Clues</b> – Write some spelling words on paper and cut them out to create flashcards. Write a clue for each word on the back. Ask an adult to check your spelling of the word by reading your clue and hearing your spelling.</p>	<p><b>Numeracy and Mathematics</b> <b>Subtraction sums-</b> Write 10 different numbers larger than 5. For each number ‘take 5’ from it and record the question and answer in an appropriate way, drawing pictures or in figures, e.g. 17 take 5 leaves 12 or <math>17 - 5 = 12</math>. Now try to organise the questions and answers into an order, such as starting with the smallest or largest number.</p>	<p><b>STEM</b> <b>Fun with flight</b> – Design and make a paper aeroplane that will travel the furthest. Does changing your design make it go further?</p>
<p><b>Literacy and English</b> <b>Superheroes</b> - If you could have one superpower, what would it be and why? Draw a picture and write an explanation.</p>	<p><b>Numeracy and Mathematics</b> <b>Maths Matters</b> – Create a ‘mind map’ to show how you use maths in your daily life. Add something each day and see how big you can make your map grow by the end of the week e.g. telling time to know when it’s lunchtime, sharing out cards equally when playing a game, weighing ingredients to bake a cake, timing how long something is in the over etc.</p>	<p><b>Expressive Arts</b> <b>Abstract Art</b> - Use a black pencil or pen and draw a variety of lines across your page. Colour or fill each section with patterns.</p>
<p><b>Literacy and English</b> <b>Colourful spellings</b> - Choose ten sight or <b>spelling words</b> and write them in as many colours as you can.</p>	<p><b>Numeracy and Mathematics</b> <b>Explore maths</b> – Explore your bedroom and collect...anything! Blocks, teddies, lego, pencils, toy cars...etc. Think of how you would like to sort/organise them. Create a tally chart and graph to show what you have found.</p>	<p><b>Social Studies</b> <b>Dinosaurs everywhere!</b> - Define the word extinct. Name some animals that are endangered. Explain what a palaeontologist does. Identify on a map some countries where dinosaur fossils have been found. Recreate a dinosaur skeleton in whatever way you choose. (paint, draw, make with play dough)</p>



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Teaching and Learning

**Literacy and English**

**Story Time** - Read a story aloud to a family member using expression.

**Problem Solving**

**Heads and Feet Problem** - On a farm there were some hens and sheep.  
Altogether there were 8 heads and 22 feet.  
How many hens were there?

Teaching and Learning

**Health and Wellbeing**

**Random Act of Kindness** – Do something nice for someone in your house without expecting anything in return. You might help set the table for dinner, draw a picture for a parent/sibling or tidy your bedroom.



### Self-reflection Plenary

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select some self-reflection questions. You can look at them by yourself or, even better, discuss them with someone else.

	1	2	3	4	5	6
A	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?	Were there any tasks today that I found too difficult? What made it difficult? Did I give up straight away or keep trying?	Did I estimate correctly how long each task would take? If not did I under estimate or <u>over estimate</u> ?	Did I start with the easiest bits of the task or the hardest? Did I work through tasks in a specific order?	Did I try going back to a tricky task later and reading it again? Did it make a difference?	Did any of yesterday's tasks make more sense today now that my brain has had time away from it?
B	Which parts of today's tasks used knowledge I felt confident about remembering?	Which tasks had new learning in them? What did I learn?	Thinking of one of my tasks. Did I understand the concept that I was working on?	Did I find it easy to stay on task today? What helped/hindered this? Is it different depending on the task?	Can I think of ways to improve my motivation for tomorrow?	Do I need to practise anything to make tomorrow's learning easier?
C	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a <u>particular task</u> ?	How can I make sure I remember what I learned? What have I done in the past that has worked?	How long do I think I will remember what I learned? How could I check next week, next month?	Am I worried about anything after today's work? What can do if I am worried?