

P1 – w/c 1/2/21

Big Question: Does what people do really make a difference? Launch video <https://vimeo.com/506145728>

Miss Robertson will be available during the following times for a 'live' discussion on Facebook: Monday: 10.30-11am (video session) and 2.30-3.00pm. Tuesday-Wednesday: 9.30-10am and 2.30-3.00pm. Thursday: 9.30-10am (video session) and 3.00-3.30pm (video session). Friday: 9.30-10.00am

You can share work you have done with your teacher during our 'live' discussions, by posting a picture on our class Facebook page or by emailing the school.

Phonics

This week is a consolidation week. During this week we practise recognising and writing the sounds we've learned so far this term: **r, m, d, e, c, k**.

Here are some activity ideas:

Kim's game: Write all of your sounds on paper (cut up individually)/stones/pasta and lay them out. Have a good look at them all. Cover up all of the sounds so you can't see any of them. Get your adult to take away one of the sounds (no peeking!). Uncover them and try to work out which sound is missing.

Scavenger hunt: Get your adult to call out one of your sounds. Go around the room/house and see what object(s) you can find that begin with the chosen sound.



Common Words

This week is a consolidation week for common words, too. During this week we practise recognising and writing the common words we've learned so far this term: **am, me, my, did, as, he, can, we, into**.

Here are some activity ideas:

Word search: At the end of this pack, there is a word search containing your common words from this term.

Snap: Make some cards by writing your common words on paper and cutting them out – write each common word twice so that they have a pair. Shuffle the cards and deal so that each player has the same amount of cards. The first player lays one card down, and then the next player lays one card down. Repeat until two cards in a row are the same. Touch the matching cards in the

Reading

This week our reading links to our Health and Well-Being work.

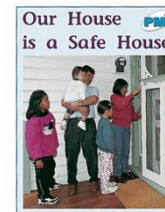
Talk to an adult about how you keep safe in your house.

Are there different ways of keeping safe in different parts of your house?

Who helps you to stay safe in your house?

Task 1 – Click the link to listen to Mrs White reading the book 'Our House is a Safe House'.

<https://vimeo.com/506180248/24d202973c>



Task 2 - Listen to the book again. Press pause on page 12, 'The Shed'.

Writing

Letter formation: This week, we would like you to practise writing your letters. Doorway Online is a useful website to help practise letter formation:

<https://www.doorwayonline.org.uk/activities/letterformation/>

Video tutorial of how to use Doorway Online: <https://vimeo.com/506063217>



We would like you to have a go at making words using all of the sounds you have learned. Use the five-finger approach to help you: say, make/break, blend, read, write. You could also use

Sound bingo: Write any of your sounds on a bingo grid (you can choose the same sound more than once). Get an adult to call out sounds one at a time – if you have that sound written on your bingo grid then you can cross it out. Once you have crossed out every box on your bingo grid shout BINGO! Well done!



pile and shout the word that matches (instead of snap!).



Word hunt: Make some cards by writing your common words on paper and cutting them out. Get an adult to hide these cards around a room. Can you find any? When you find a card, try to say the common word that is written on it!

*Please note: these phonics and common words activities can be used for practising both, i.e. you can play snap with the sounds and you can play Kim's game with the common words.

Look at the words – how many can you read by yourself?

Do you recognise some of the common words we have learned?

Challenge – if you want to challenge yourself, stop the video on other pages of the book and see how many words you can read! You might only be able to read some common words, or you might be able to sound out some other words using the sounds we have learned so far.

your teacher's video that is already on Facebook.

Here are some words to try:

cat	dip	sit	kip
ram	rip	cap	sat
mat	met	red	kid



Maths 1
Today, in our maths video on Facebook, we will be:

- Using a numeral track
- Saying the next three number words forwards
- Organising two equal groups

Maths 2
Today, in our maths video on Facebook, we will be:

- Using a numeral roll – forwards and backwards
- Saying the next three number words backwards
- Organising two equal groups
- Flashing pair-wise ten frames

Task:
With your parent or sibling practise saying the next three number words

Maths 3
Today, in our maths video on Facebook, we will be:

- Saying the number word after
- Flashing pair-wise ten frames
- Organising two equal groups
- Counting items in two screened collections

Task:
Complete the written 'P1 week 4 assessment' (at the end of this grid) and share with your teacher. This is an important piece of work as your teacher would like to see how you are

Maths 4
Today, in our maths video on Facebook, we will be:

- Saying next three number words backwards
- Counting items in two screened collections
- Flashing pair-wise ten frames
- Which one doesn't belong?

- How many do you see?



Task:

Working with a parent or sibling can you count to 40 or 50 using your hand tower? Can you count backwards from the top of the tower too?

Play 'Fair Shares' to practice organising two equal groups:

<https://pbskids.org/curiousgeorge/busyday/dogs/>

backwards, just like Mrs White did in the video.

(Work with numbers in the range of 1 to 30. You can work within 50 if you want but remember going backwards is trickier than going forwards. It takes a lot of practise to learn to count backwards, but it's an important skill.

Later on, it will help you with subtraction.)

Play the caterpillar sequencing game on

Top Marks:

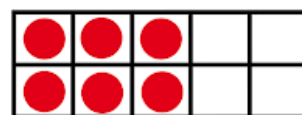
<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>



progressing with your maths home learning.

Please email a photo of your child's completed work to the school email address

edensideps@scotborders.gov.uk by Thursday afternoon. In the subject box please write "Maths for Miss Robertson"



Task:

Create your own 'Which one doesn't belong?' using four items you can find at home.

Share a picture with us on Facebook using the hashtag #WODB

Health and Wellbeing - Hazards in the Home

Hazards are objects in the house which could cause harm when used in a way which is unsafe. When we are at home it is important to think about how we can be safe so that we don't harm ourselves or anyone else.

Sorting activity: At the end of this pack there are some picture cards. Look at the pictures on the cards and think about whether you think it shows something that is safe or unsafe.

Health and Wellbeing - Dangers from Electricity and Electrical Appliances

Have a look around the house. Which electrical items can you find? eg. radio, toaster, hairdryer, battery-operated toys, torch etc. Which of these items run on batteries and which ones have to be plugged into the mains?

Watch the video 'How to be safe around electricity' and after watching try the little game underneath the video.

PE 1 - Core Movement

In school, we practise our core movements as often as we can. It is important to do this to strengthen our core. Can you practise some of the movements we do at school? There is a list of movements to practise at the end of this pack.

You could also have a go at stretching in this Cosmic Kids yoga session:

https://www.youtube.com/watch?v=xhWDiQRrC1Y&list=PL8snGkhBF7nhEquR7wXbzIXjFrlXsze_H&index=7






PE 2 Mr Stobie's Challenge

This week Mr Stobie has 2 PE challenges for you!

The first one is an agility/changing direction activity and the second is another plastic bag challenge!

Click below to find the activity: www.edensidelearners.wordpress.com

Follow the link for 'Nursery and P1 – week 4'

<p>Can you explain all of your choices? Tell someone at home why you think this.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Safe</p> </div> <div style="text-align: center;">  <p>Unsafe</p> </div> </div>	<p>https://www.bbc.co.uk/bitesize/topics/zg82n39/articles/zftv382</p> <p>Look at the worksheet 'Dangers in the Kitchen'. Talk with an adult about what you see and try and spot all the dangers. Use the words: electricity, socket, plug, switch, electrical wire.</p> <p>A robot is a toy that needs electricity from a battery to be able to move. Do you have toys that use a battery? Colour in the robot colouring sheet or draw your own robot.</p>		
<p><u>What is a community?</u></p> <p>This week we are trying to answer the question, 'What is a community?'</p> <p>Talk to an adult about these questions:</p> <ul style="list-style-type: none"> – What is a community? – What do communities do? – Who lives in a community? – What communities are you a part of? <p>Watch this short video and see if any of your answers were the same as what Pip and Declan think a community is.</p> <p>https://www.bbc.co.uk/bitesize/topics/z478gwx/articles/zmqnxyx</p>	<p><u>Our Local Community</u></p> <p>What do you know about our local community? Talk to an adult about places, people and things to do in our community.</p> <p>Although Kelso is a small town, there is a lot happening in our community.</p> <p>Watch this video and see if you recognise any of the places in our community.</p> <p>https://vimeo.com/504776007/89bf68f2a1</p> <p>Communities work together to help each other.</p> <p><u>Challenge:</u></p>	<p><u>Our School Community</u></p> <p>One community that we are all a part of is the 'Edenside Primary School' community. Even though we cannot go to school just now, we are all still a part of that community.</p>  <p>Listen to Mr Bewsey's song about community.</p> <p>https://vimeo.com/506145517</p>	<p><u>My Community</u></p> <p>During lockdown, our family is the community we are spending the most time with.</p> <p>Who helps you within your family community?</p> <p>Here are a couple of stories to give you some ideas:</p> <p>My Dad by Anthony Browne</p> <p>https://www.youtube.com/watch?v=EajxLPc-l-l</p> <p>My Mum by Anthony Browne</p> <p>https://www.youtube.com/watch?v=3nam3tN1VVQ</p> <p><u>Art option 1</u></p>

Complete the sheet at the end of this grid, 'My Community'.

This will help you to think about places in the local community. You can copy the headings onto paper rather than print the page.

My Community
What? Identify places we live and belong to.

Places I Shop

My House

Places I Visit

My School

My Friends

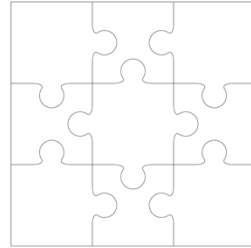
My Teams/Clubs

Places I Eat

I like where I live because _____

How many jobs can you think of that people do to help in our community?

Complete the jigsaw puzzle pieces with different jobs people do (template attached at end of the grid)...



...Or, write a list (an adult can help you) and post it on our class Facebook page. This will help us plan our next few weeks learning.



In our school community we encourage everyone to 'be the best you can be'. Every day in school there are 3 important words that we all try to follow - learning, laughter and love.

Who helps us to achieve these things in our school?

How many people can you think of in our school who help you to 'be the best you can be'?

Can you draw a picture of one of them?

Ask an adult to help you write their name.

Listen to Miss Pike reading 'Our Class is a Family'. You may remember reading it in school at the start of P1.

<https://www.youtube.com/watch?v=lq4ICVqJts4>

Draw a picture of someone who helps you at home. Ask an adult to help you to write a sentence about what the person does to help you.



Art option 2

We are spending a lot of time in our houses just now with our family community. Can you make a model of your house using junk? You could use an empty cereal box, paper, newspaper etc...



Phonics/common word activities:

form the letter/word in trays filled with sand/rice/salt/flour/shaving foam



make the letter/word from play-doh



make the letter/word using pebbles/stones/twigs



rainbow write your common words by writing each letter in a different colour



paint the letter/word using water or paint



find objects around the house that begin with the sound



play hopscotch and write your sounds or words in the boxes instead of numbers



write the letter/word using chalk



My Community

WALT: Identify places we live and belong to.

Places I Shop

Places I Visit

My School

My House

My Friends

My Team/Clubs

Places I Eat

I like where I live because _____



visit [twinkl.com](https://www.twinkl.com)



Week 8 Consolidation

a	m	a	w	e	b
c	h	e	d	m	e
i	n	t	o	e	f
g	h	m	y	i	j
k	c	a	n	a	s
d	i	d	m	l	n
am	can	did			
me	we	as			
my	into	he			

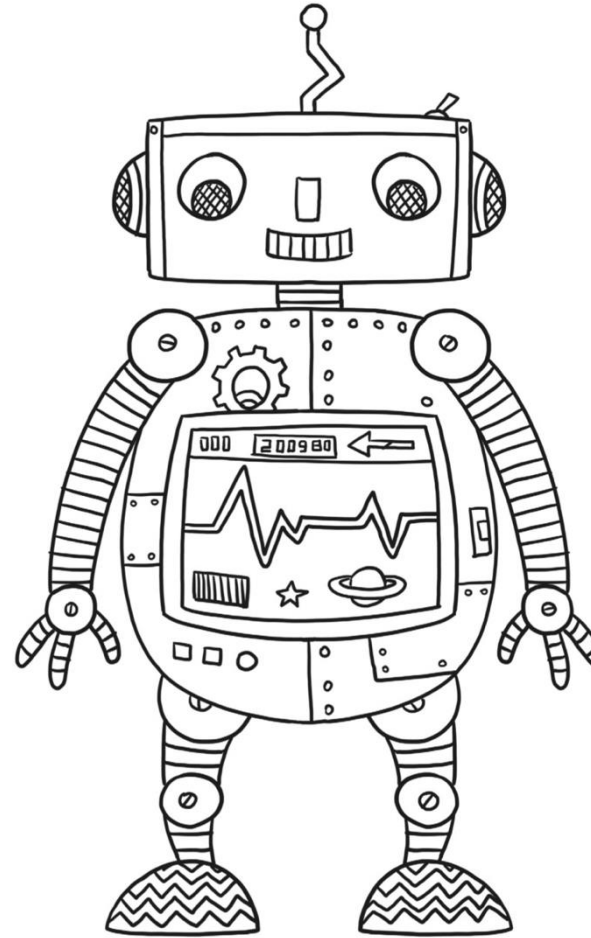


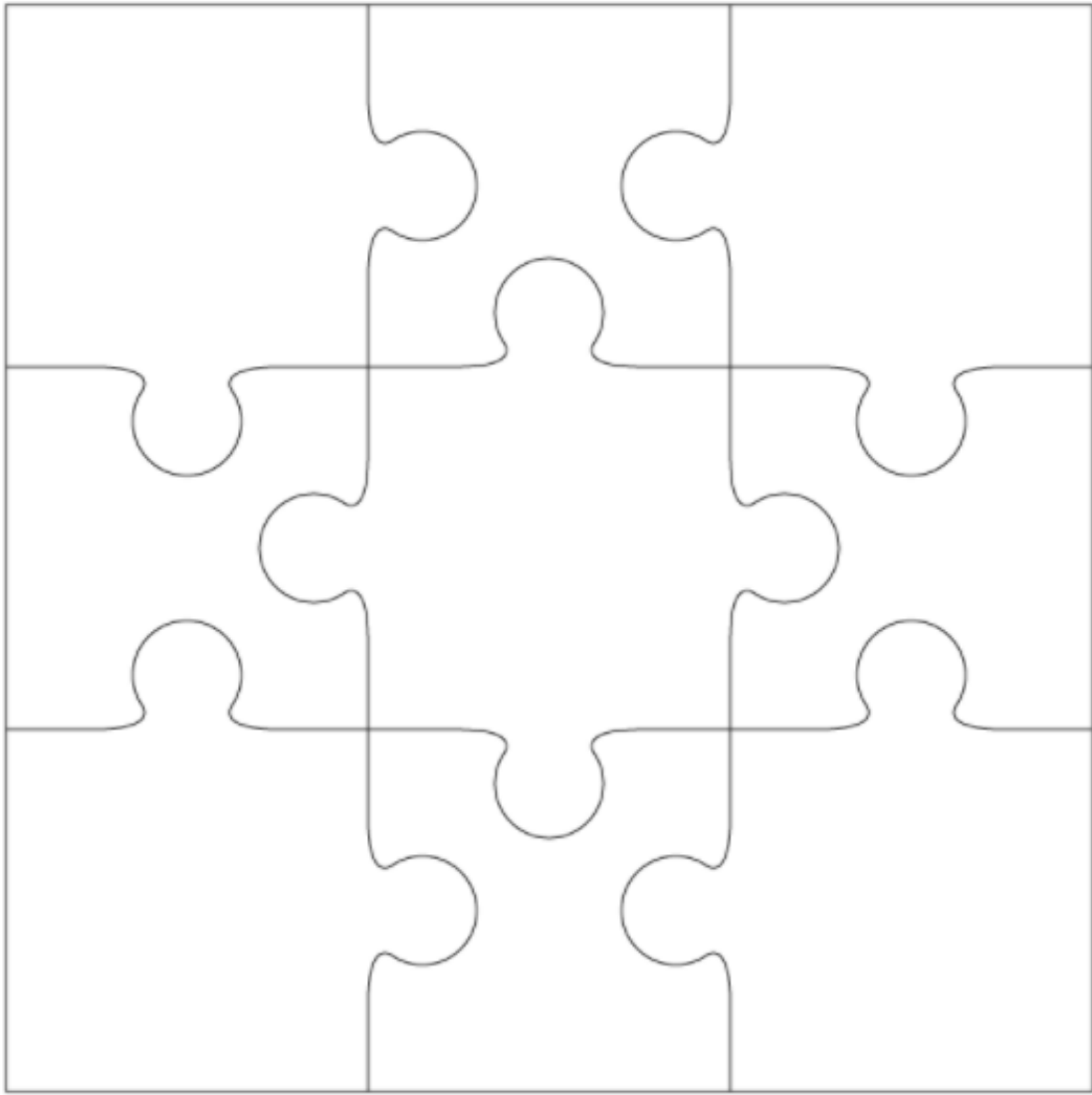
Dangers in the Kitchen

Can you circle the dangers you can spot in the kitchen?



How many dangers did you find? _____





PE 1 Core Movement Exercises:

Cobra: Lie down on your stomach and place your hands on the floor beside your shoulders. Join your legs together. Inhale and lift your body straightening your arms slightly and look up at the ceiling.



Superman: Lie on your stomach and try to lift your arms and chest and your legs up (just like superman!)



Bridge: Lie on your back with your knees bent and feet flat on the floor. Push hard through your heels to raise your bottom up off the floor. Be sure that you are keeping your head and shoulders on the ground. Can you hold it?



Wall push ups: Stand against a wall, facing it, and take one step back. Touch the wall with both of your hands. Lean into the wall and push yourself back out again. Repeat!



P1 Assessment Week 4

Task 1: Sequence these numerals:

10 13 16 17
19 12 20 15 14
11 18 21

Write them in order here:

Now, sequence these numerals:

23 20 29 22 30 25 21 26 31
24 27 28 19

Write them in order here:

Task 2: Fill in the missing numbers here:

1	2	4	5	7	9			
11		14	16	18	19			

Task 3: How many counters altogether?

 +  = ?

 +  = ?

How much adult support was provided? Scale: 1 = minimal, 5 = fully supported (please tick)

1	2	3	4	5
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