

Week beginning 18th January 2021

Hi P1/2 pupils and grownups,

This has been a different start to our term, but I hope you found the first week of home learning enjoyable and are finding a routine that works for you and your family. Below are some learning activities for this week. 😊

I will be available on Glow or Teams if you need anything. I hope to see you in class soon. 😊

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Miss O'Connell 😊

Literacy - We're going on a Bear Hunt.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Listen to the video of Michael Rosen telling the story, 'We're going on a Bear Hunt'. https://video.link/w/7tfGb</p> <p>Read along where you can.</p> <p><u>Thinking about adjectives</u> Open Bear Hunt Resource 1- cut up the pictures of the locations from the story and then match them</p>	<p>Can you retell the story of 'We're going on a Bear Hunt'?</p> <p>Use the pictures you cut out yesterday (Resource 1) and put them into the correct order.</p> <p>As you retell the story can you use the correct adjectives to describe the places you visit on the bear hunt?</p>	<p>I am learning to write in complete sentences.</p> <p>Today you are going to use your sequenced pictures (Resource 1) to retell the story in writing.</p> <p>Use Resource 3 to help you.</p> <p>The first sentence is here for you, <i>The</i></p>	<p>Reread the story or retell it to your grownup.</p> <p>Can you write a list of items that you would want to take with you for a bear hunt adventure? You can draw pictures of the items too.</p> <p>Support by helping your child to hear the</p>	<p>Ask your child if they can recap the story for you.</p> <p>Talk together about another hurdle the family might come across on their bear hunt.</p> <p>Can you draw a picture of this obstacle and come up with some exciting adjectives to describe it?</p>

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<p>to the correct word that was used to describe them. We will use these tomorrow so keep them safe! 😊 https://video.link/w/xzPgb</p> <p>Next, choose a location from the story to draw and then write the adjectives to match below the picture. Bear Hunt Resource 2 will help you.</p>	<p>After you have retold the story you may want to watch Michael Rosen telling the story again. Were you correct, did you use the correct adjectives? 😊</p>	<p><i>family are going on a bear hunt.</i> Can you use exciting adjectives in your retelling? Don't forget capital letters and full stops.</p> <p>Support by helping your child to hear the sounds, rather than writing and they copy. They may not be able to hear or write all sounds in each word but this is OK. 😊</p>	<p>sounds, rather than writing and they copy. They may not be able to hear or write all sounds in each word but this is OK. 😊</p>	<p>Support by helping your child to hear the sounds, rather than writing and they copy. They may not be able to hear or write all sounds in each word but this is OK. 😊</p>
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Numeracy - Introduction to Part-whole models

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
<p>Follow the link and watch the first video introducing parts and wholes. I have also included a worksheet (P1/2 numeracy MONDAY) which should be completed.</p>	<p>Follow the link and watch the second video Parts and wholes Activity.</p>	<p>Follow the link and watch the third video Part-whole model (1) I have also included a worksheet (P1/2 numeracy Wednesday) to help reinforce your learning.</p>	<p>Follow the link and watch the fourth video Part-whole model (2) I have also included a worksheet (P1/2 numeracy Thursday) to help reinforce your learning.</p>

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https://whiterosemaths.com/homelearning/year-1/week-5/	https://whiterosemaths.com/homelearning/year-1/week-5/	https://whiterosemaths.com/homelearning/year-1/week-5/	https://whiterosemaths.com/homelearning/year-1/week-5/
<p>Friday Follow the link and watch the video titled, Addition symbol. I have also included a worksheet (P1/2 numeracy FRIDAY) https://whiterosemaths.com/homelearning/year-1/week-5/</p>	<p>Additional task: complete a poster to show what you have learned in maths this week.</p>		

Phonics

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Watch the video for the sound /j/:</p> <p>https://video.link/w/TO2Gb</p> <p>Practise /j/ in the air - J,j,j, jiggle like jelly!</p> <p>What items can you find in your house that begin with the sound /j/?</p>	<p>Recap the sound /j/:</p> <p>https://video.link/w/TO2Gb</p> <p>Sort objects into 2 groups: those that begin with the sound /j/ and those that do not. Look around your house, or garden for /j/ and not /j/ objects!</p>	<p>Watch the video for the sound /v/:</p> <p>https://video.link/w/JT2Gb</p> <p>Practise /v/ in the air - v, v, v, v.</p> <p>What items can you find in your house that begin with the sound /v/? This one might</p>	<p>Recap the sound /v/:</p> <p>https://video.link/w/JT2Gb</p> <p>Sort objects into 2 groups: those that begin with the sound /v/ and those that do not. Look around your house, or garden for /v/ and not /v/ objects!</p>	<p>Revise /j/ and /v/ sounds:</p> <p>How many times can you write /j/ and /v/ on paper in 30 seconds - GO!</p> <p>Sound story time: Choose a favourite story to read together. When you see /j/ and /v/ point to it, trace it and say it.</p>

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	Practise writing /j/ - with a pencil or you finger, in glitter, sand or sugar!	be quite hard, you'll need to look carefully!	Practise writing /v/ - with a pencil, in glitter, sand or sugar!	
<p>P2 should also study the sound /ai/ Watch the link for the sound-</p> <p>https://video.link/w/Pa3Gb</p> <p>Can you find any objects with the /ai/ sound? Can you do any better than Geraldine?</p>				

You should also sing the Jolly Phonics song, remember the actions too -

<https://video.link/w/Uj3Gb>

Topic/IDL - new topic Deadly Dinosaurs

- There are links and stories to explore in our virtual class library.
- Look at the 'Types of Dinosaurs' PowerPoint included in your resources for the week, can you draw your favourite dinosaur?
- With your grownup use the internet to research information about one of the dinosaurs.

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Topic activities (not linked to our topic)

- *Lego/construction toys* - build models using your imagination, encourage your child to talk about their plan e.g. what are you going to build, how will you begin, what do you need to do next? If they encounter a problem or their work is not going as planned, question them - what has gone wrong, why do you think it has happened, what could you do differently?
- *Draw* - give your child free drawing time and also more structured tasks e.g. can you draw an owl? What features does an owl have, what will you start with? If they find it too challenging, provide an image for them to look at and copy. Talk about the shapes within the pictures e.g. circle for head. Encourage your child to evaluate their work - what do you like about it, what might you change, how could you make it better?
- *Make believe* - dress up or take on different roles in play. Set up a café, a restaurant, a shop, play doctors, dentists, schools and teachers(!). Use props from around your home to enhance the play e.g. tins of food, coins/money. Explore different occupations and their importance in our society/lives.
- *Cook/prepare food together* - share the process of preparing a meal e.g. breakfast. Talk through what you are doing and why and get your child to help. Once the meal is complete, talk about what happens next e.g. tidying up/washing up. Follow a recipe with your child to make biscuits or cupcakes. Talk about food choices and healthy eating.
- *Exercise/physical activity time* - make sure you build time in for your child to keep active. There are lots of activities on YouTube such as Cosmic Kids Yoga or Just Dance Kids to get everyone moving. Play ball games and throwing/rolling to hit a target.