



KIRKHILL PRIMARY SCHOOL PRIMARY 1

Learning at Home

READING FOR ENJOYMENT

- ❖ Creating and encouraging a literacy rich environment is hugely beneficial. Exploring different texts, both fiction and non-fiction, together regularly helps to develop an enjoyment of reading.
- ❖ When reading together, try to identify familiar sounds and common words
- ❖ Discuss features of a book, such as title, author, illustrator and blurb along with the direction in which we read words

QUESTIONS TO ASK WHEN SHARING A STORY

- ❖ Who was your favourite character in the story?
- ❖ What did the main character look like?
- ❖ Where did the story take place?
- ❖ What happened in the story?
- ❖ What was your favourite part of the story? Why?
- ❖ Was there a part of the story you did not enjoy? Why?
- ❖ What do you think will happen next?

SINGLE SOUNDS

- ❖ In Primary 1 we are working hard to learn single sounds
- ❖ Each sound has an action and a song. Sing these songs together and practise the actions (you can use the Jolly Phonics app to find the correct song and action for each letter sound)
- ❖ Regularly rehearse correct letter formation when writing sounds both individually and as part of your child's name
- ❖ In order to assist in this, please see the following letter formation activities:

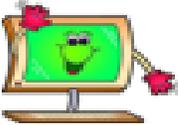
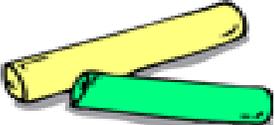
COMMON WORDS

- ❖ Common words appear regularly in reading books and writing and are essential words for your child to learn
- ❖ Rehearsing these words will be hugely beneficial in developing reading and writing skills
- ❖ Common words games:
 - Common word splat (write a few common words on a piece of paper then say one of the common words aloud for your child to find and “splat” as quickly as possible).
 - Common words bingo
 - Common words roll and write (Roll a dice and write the common words a different way for each number of the dice, e.g. 1 – capital letters, 2 – rainbow writing, etc.
- ❖ The following sheets can also be used as Common Words practise



Common Word Activities



<p><u>Rainbow Writing</u></p>  <p>Write your common words with coloured pencils, a different colour for each letter.</p>	<p><u>Bubble Writing</u></p>  <p>Write your common words using bubble writing.</p>	<p><u>Silly Sentences</u></p>  <p>Make up a silly sentence using your common words. Share it with a grown up. How many common words can you include?</p>
<p><u>Garden Spelling</u></p>  <p>Use things you find in your garden/local park like sticks and stones to build your words.</p>	<p><u>Word Hunt</u></p>  <p>Read a book/magazine/newspaper with a grown up. How many of your common words can you find?</p>	<p><u>Typing</u></p>  <p>Use different fonts to type out your spelling words on a computer or tablet.</p>
<p><u>Chalk Writing</u></p>  <p>Use some chalk to write your spelling words outside.</p>	<p><u>Common Words in the Wider Environment</u></p>  <p>How many different places can you spy common words?</p>	<p><u>Make Your Own</u></p>  <p>Create your own activity to help learn your common words.</p>

RHYME

- ❖ We have been exploring rhyme through popular nursery rhymes
- ❖ Identifying rhyming words is a key skill in developing literacy
- ❖ Try to notice rhyming words in poems, songs and stories and even create your own rhymes – nonsense words are valid also! Some songs that we use in class are :

<https://www.youtube.com/watch?v=RVophT8naUM>

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

- ❖ The following activity sheets can assist in developing and understanding of rhyme:

INITIAL SOUND

- In order to develop phonological awareness we begin by focusing on correctly identifying the first sound we hear in simple CVC words (e.g. the word cat begins with a “c”).
- Using the simple CVC words provided below, read each word individually to your child encouraging them to listen to and identify the first sound they hear in each word. You may need to emphasize this sound to help your child identify the correct sound
- Once you feel your child can confidently identify the initial sound in a variety of simple CVCs words orally you may wish to try writing the word with your child too.

CVC WORDS

sat

nap

pin

sit

nip

cap

sip

nit

pan

pat

rat

sap

pit

rip

ran

tip

man

ram

tap

map

rag

nip

mit

pot

LITERACY ONLINE GAMES

Initial sound game: Top Marks – Fishy Phonics

<https://www.phonicsbloom.com/uk/game/fishy-phonics?phase=2>

Identifying real and nonsense words : Top Marks – Odd and Bob

<https://www.phonicsbloom.com/uk/game/odd-and-bob?phase=2>

Handwriting and formation

<http://www.ictgames.com/mobilePage/skyWriter/index.html>

Phonics practise

http://www.literactive.com/Download/live.asp?swf=story_files/letter_formation_US.swf

<https://www.ictgames.com/phonicsPop/index.html>

LITERACY ONLINE GAMES

Blending and CVC words

http://www.literactive.com/Download/live.asp?swf=story_files/hanging_monkeys_US.swf

Phonics games

<https://www.phonicsbloom.com/>

Blending

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure> <http://www.letters-and-sounds.com/phase-2-games.html>

Selection of games for sounds and blending

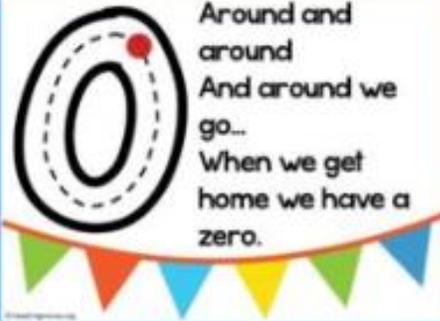
<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

MIDDLE SOUNDS

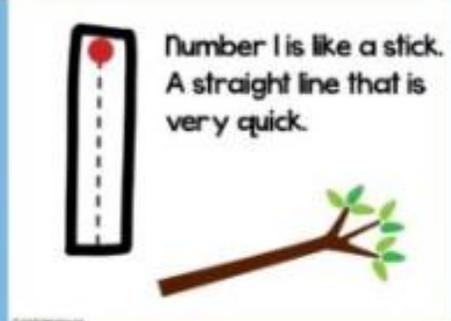
- ❖ Identifying the middle sound in words can be a challenge
- ❖ Elongation of the middle sound can help your child hear and identify the middle sound, e.g. in 'cat', elongate the 'a' sound
- ❖ For continued practise of this skill, the following activities may be of benefit:

NUMERACY

- ❖ Aim for rapid recognition of numbers 0-20 and reinforce correct formation of these numbers
- ❖ Using a number line can help with number sequencing, more than and less than, addition, subtraction and number recognition
- ❖ Use loose parts (beads, pom poms, stones, gems, buttons, etc.) to practise one-to-one correspondence when counting, sorting objects into various categories, one more than/one less than activities, addition and subtraction
- ❖ Time: take the opportunity to recognise o'clock times together
- ❖ The following activities can help to support numeracy at home:



Around and
around
And around we
go...
When we get
home we have a
zero.



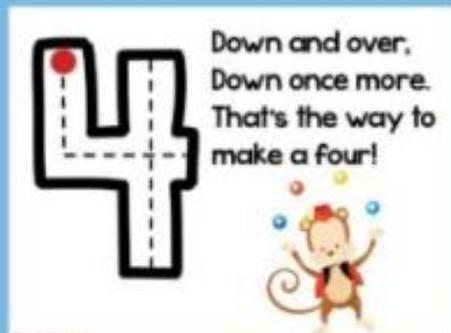
Number 1 is like a stick.
A straight line that is
very quick.



Around and
back on the
railroad track.
Two, two,
Two, two!



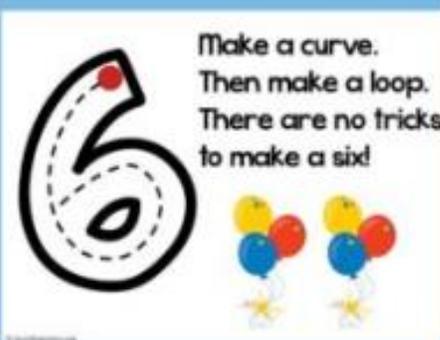
Around a tree,
Around a tree.
That's the way
to make a three!



Down and over,
Down once more.
That's the way to
make a four!



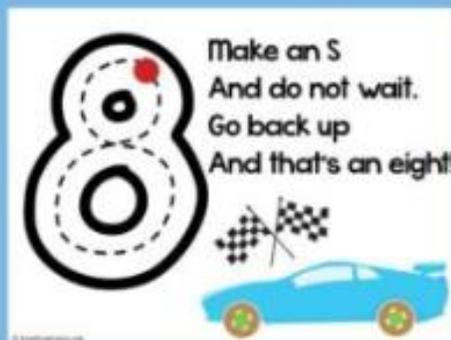
Straight line down,
Then around.
Hat on top
And five's a clown!



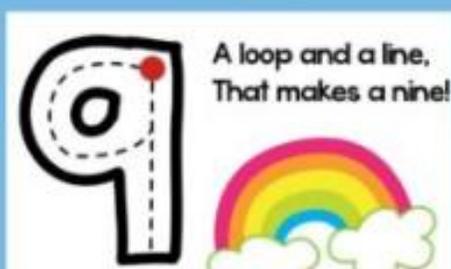
Make a curve.
Then make a loop.
There are no tricks
to make a six!



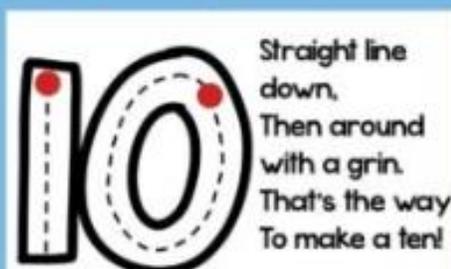
Across the sky
And down from
heaven.
That's the way to
make a seven!



Make an S
And do not wait.
Go back up
And that's an eight!



A loop and a line,
That makes a nine!



Straight line
down,
Then around
with a grin.
That's the way
To make a ten!

NUMERACY CONCEPTS

We have been focusing on counting (in particular one to one correspondence), number ordering, number sequencing and number recognition.

One to one correspondence

- Practise counting small objects (e.g. pasta, coins, buttons, cubes, pom poms). Can you group them into sets of 3/4/7? Can you put them in a row to count? Can you match numbers of objects to a number?
- Number cups - Use cups or bowls and a sticker to number each one. Can you count out that number of objects in each cup?
- Number cups – can you add one more/take one away? How many are there now?

Number ordering/sequencing

- Sequencing number cards or playing cards in order forwards and backwards. The numbers do not have to be sequential e.g. 2, 4, 7, 9, 12
- Spot the missing number in the spoken or written sequence. (What is missing? 2, 3, 4, ____, 6, 7)
- Sequence numbers from different starting and finishing points. (What comes next? 6, 7, 8, 9, 10, ____)
- Cut up numbers from newspapers to stick down in the correct order.

NUMERACY CONCEPTS

Number recognition and formation up to 20

- Number cards, what is this number?
- What comes next/before a given number? (This can be done using number cards or a spoken number)
- What is one more/one less than?
- Number formation to practise writing numbers. Use whiteboards, chalkboards, coloured paper, fancy pens etc. to make this interesting.
- Messy play – practise formation of numbers in shaving foam, glitter, cotton bud painting, playdoh etc.

NUMERACY ONLINE GAMES

Counting games:

Top Marks website: Teddy Numbers, Underwater Counting, Gingerbread Man

<https://www.splashlearn.com/counting-games>

Number Ordering games:

Top Marks website: Caterpillar Ordering, Helicopter Rescue

Pattern:

Top Marks: Shape Patterns (level 1/2)

One more than/ one less than:

Top Marks: Chopper squad, Helicopter Rescue, Blast off

ADDITION AND SUBTRACTION

<https://www.topmarks.co.uk/addition/addition-to-10>

<https://www.topmarks.co.uk/subtraction/subtraction-to-10>

- Use small objects to count out each set. How many altogether?
Eg. 4 pasta shells and 2 pasta shells.
- Roll and add – roll 2 dice and count the spots. Roll 2 dice and add the 2 numbers.
- Cupcake pompoms – add the pompoms to count the answer
(This can also be done with bowls/cups/card spots etc).



ADDITION AND SUBTRACTION

- Playing card addition/subtraction – adding/subtracting the numbers on the cards, counting the hearts/clubs etc.
- Addition/subtraction bingo – write 6 numbers on a grid. Call out simple addition/subtraction calculations and pupil scores off the answers if on their board.
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NUMBER SONGS

Days of the week:

<https://www.youtube.com/watch?v=spi77By9-iA>

Months of the year:

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>

Seasons:

<https://www.youtube.com/watch?v=8Zjpl6fgYSY>

Number Formation:

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

Counting:

<https://www.youtube.com/watch?v=DR-cfDsHCGA>

NUMERACY ACTIVITIES

<p><u>Sorting</u></p> <p>Sort the cutlery at home into different sets.</p> <p>Challenge: Have a go at ordering the cutlery according to size.</p>	<p><u>Matching</u></p> <p>Match up pairs of socks.</p> <p>Challenge: Can you count in twos while matching them?</p>	<p><u>Shape</u></p> <p>Find 5 objects at home which are circles.</p> <p>Challenge: Can you find any other shapes?</p>
<p><u>Quantity</u></p> <p>Can you find?</p> <p>1 toothbrush 2 spoons 3 pegs 4 socks 5 books</p> <p>Challenge: Can you do this for 6, 7, 8, 9, 10?</p>	<p><u>Pattern</u></p> <p>Find a pattern in your house, e.g wallpaper, bricks etc.</p> <p>Challenge: Can you make your own pattern?</p>	<p>Number formation</p> <p>Practice writing your numbers using the number rhymes.</p> <p>Challenge: Can you make the numbers using different materials?</p>
<p><u>Finding Numbers</u></p> <p>Find numbers in your house.</p> <p>Challenge: Can you find numbers in the environment</p>	<p><u>Numbers in the Wider Environment</u></p> <p>How many different places can you spy numbers?</p> <p>Challenge: How many places can you find them in?</p>	<p><u>ICT Game</u></p> <p>Play an ICT game of your choice using the Topmarks website.</p> <p>https://www.topmarks.co.uk/ (We are working on Early Level)</p>

HWB

- ❖ At Kirkhill, we strive to be **#PROUD** through our core values of Perseverance, Respect, Optimism, Unity and Diversity
- ❖ In order to instil these values our school rules are Ready, Respectful, Safe
- ❖ Through Health and Wellbeing, we aim to help our learners understand the importance of these rules and values
- ❖ This can be reinforced at home also through discussion, activities and interactions with friends and family
- ❖ We also aim to keep ourselves healthy and active through good diet and exercise

MINDFULNESS

Mindful Breathing

- stand or sit or lie down for this activity. Ask child to put both hands on their tummy. Close eyes, or look down to hands. Take three slow deep breaths in and out to see if they can feel their hands being moved. You may like to count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out, pausing slightly at the end of each exhale. Think about how the breath feels, answering some of the following questions silently, in their mind.
 - What is moving your hands? Is it the air filling your lungs?
 - Can you feel the air moving in through your nose?
 - Can you feel it moving out through your nose?
 - Does the air feel a little colder on the way in and warmer on the way out?
 - Can you hear your breath?
 - What does it sound like?

MINDFULNESS

Breathing Colours

Ask children to think of a relaxing colour. It can be any colour they like, as long as it is one that makes them think of relaxation. Think of a colour that represents stress, sadness or anger.

Whichever of those emotions is most relevant or suitable. Imagine breathing in the relaxing colour and visualise it filling their lungs. Imagine breathing out the stress, sadness or anger colour.

Your spoken instructions may be along these lines:

Imagine you are surrounded by the relaxing colour. No longer is the air clear, it is the relaxing colour.

You can still make out shapes, but your world is now a different colour.

Imagine that as you breathe in, you breathe in this colour too.

See the colour filling up your lungs.

Imagine as you breathe out, that your breath is the colour of stress.

See the stress colour mix into the relaxing colour around you. Watch the stress colour slowly disappear.

Breathe in your relaxing colour.

Breathe out the stress colour.

MINDFULNESS

Mindful Steps

This activity is best completed outdoors and if suitable, pupils may like to walk barefoot. Give a clear boundary for where they can walk during this activity.

Each child selects a small area where they can walk in a line for about 5 or 6 steps and back then back to where they started without bumping into anything.

Begin this practice with three deep breaths.

Take 5 or 6 steps in one direction, turn slowly and then take 5 or 6 steps back to where you started.

While walking, children bring their awareness to their breath and their body.

- What does the ground feel like under your feet?
- Which part of your foot touches the ground first when you take a step?
- Does your body feel heavy or light today?
- Are you slouching when you walk?
- Or, is your back up quite straight?
- Try not to change the way you walk, but instead just notice how your body naturally moves.