

Home Learning Booklet



Culross Primary School

*Dear families,
We hope you find the ideas below helpful in supporting your child's learning.
Team Culross.*

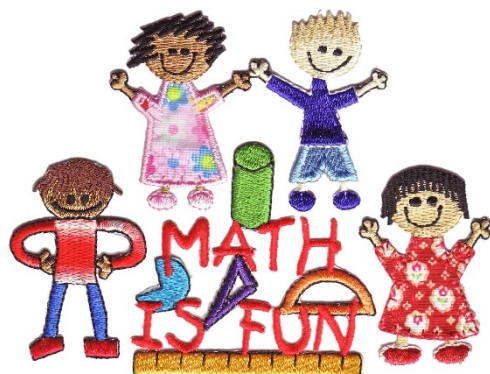
Numeracy & Maths

Learning in numeracy takes place all around us, not just in the classroom! Here are just some ideas how parents and families can help support and develop numeracy skills:

- Cooking or baking: How will we measure how much? Can you read the numbers? Can you help me count the spoons? How many cupcake cases will we need? How long will it take to cook? What time will it be ready? What if we double or halve the recipe? How many will we make? How many cakes will we get each in our family? How many chocolate buttons will we need if we put three on each cake?
- Shopping: How many will we need? How much? Will we have enough from this amount? What shape is this? Which is more or Less? Which is bigger? How do we work out 20% off? What will it cost if we buy ten? Which is better value?
- Watching or playing sports – what's the score now? What if they get two more goals? How much is the black worth? What is treble twenty? How much better have they done than last week? What do these statistics mean? How long is the game? What time will it be at half-time?
- Recycling – how will we sort these? How many? What shape is this? Which is the longest? Can you find me a cylinder?

Walking or driving to school – How long does it take? How many steps? How many number fours can you spot on the way? What number patterns can we spot? Are these numbers odd or even? What shapes can you spot? What directions are we taking? What would be the time difference if we walked or cycled?

- Spotting numbers out and about
- Pairing socks
- Setting the table
- Baking/cooking – following a recipe
- Number games e.g.
 - Ludo
 - Snap
 - Memory pairs
 - Snakes and ladders
 - Chess
 - Draughts
 - Times table practice
 - Planning TV schedule



Here is a selection of websites to support your child's learning with numeracy and maths.

Follow the link to I Am a Mathematician

(<https://education.gov.scot/parentzone/Documents/IAmAMathematician270417.pdf>) for lots of great ideas and resources for learning with your child at home.

There are LOTS more ideas on these links:

<http://www.readwritecount.scot/count/>

<https://education.gov.scot/parentzone/learning-at-home/Supporting-numeracy>

<http://nrich.maths.org/frontpage>

<http://www.nationalnumeracy.org.uk/>

<http://nzmaths.co.nz/maths-our-house>

<http://www.familymathstoolkit.org.uk/>

<http://www.oxfordowl.co.uk/maths-owl/maths>

http://www.bbc.co.uk/schools/parents/primary_support

This video from NZ maths may also be useful in showing ways we can develop and extend numeracy skills through everyday experiences:

<http://nzmaths.co.nz/introductory-video>

<http://www.educational-freeware.com/online/tutpup.aspx>

www.mathszone.co.uk

www.multiplication.com

www.sumdog.com

www.counton.org

www.nrich.maths.org

www.mathsontrack.com

www.primarygames.co.uk

www.mathsisfun.com

www.uk.ixl.com



Top tips for parents...

- Be positive about maths! Never say things like “I’m not a maths person” or “I hated maths at school”. Your child might start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving number and measuring – activities such as shopping, cooking and travelling.
- Praise your child for effort rather than talent. This shows them that by working hard they can always improve.
- Encourage your child to look at mistakes as an opportunity to improve at something. Mistakes are a normal part of the learning process.



Literacy & English

Please find below a selection of general activities to support your child's learning in Literacy and English.

Nursery rhymes: Write songs, poems, raps, letters, diary, recipes, instructions, silly sentences using key words, invitations.

For spelling:

- Rainbow words (write words using lots of different colours, go over the words in a different colour)
- Sign Language words (spell words with your fingers)
- Words in Words (write on of your words. Then try to write two more words that can be spelled using the letters in that word)
- Silly sentences (create silly sentences for each word, can you create a tongue twister by starting each word with the same letter?)
- Print words (cut out letters from a magazine or newspaper and glue them onto a piece of paper)
- Dictionary Dig (find each word in the dictionary)
- Doodle words (write our words and doodle a picture beside it to show what it means)
- Tennis words (pretend to bat a ball to a partner and say each letter of the word as you 'hit the ball' so that you spell the word between you)
- Cheerleader words (spell out your word and do a cheerleading sign for each letter as you go!)
- Against the timer (use a stopwatch to time yourself writing all your words, then see if you can beat your fastest time)

Writing

- TV/sport/film review
- Learn a poem/song
- E-mail friends/relatives/pen-pals
- Write a play script
- Use puppets to tell a story
- Give directions
- Learn some foreign words (use plastic letters to make French words)

Play games e.g. Scrabble, Boggle, Cranium, Pictionary, Articulate, Countdown

www.bbc.co.uk/schools/magickey

www.bbc.co.uk/schools/wordsandpictures/phonics/index.shtml

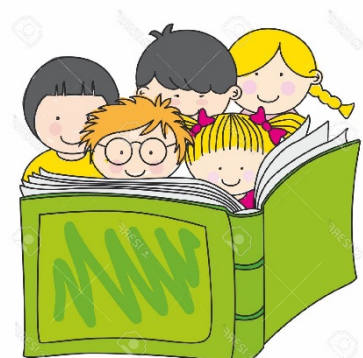
www.cool-reads.co.uk

<http://www.readit2.org/>

www.crickweb.co.uk/games.html

www.crickweb.co.uk/fun-games-one.html

www.doorwayonline.org.uk



Listening Activities

Children need to be able to *hear* sounds in words before they can write them or read them! If they can't hear it, they can't write it. From an early age it is really important that children hear lots of words, so, talk, talk, talk!

These activities are all to do with listening to the sounds in words:

Rhyme and Alliteration

1. Rhyme – play with rhymes and identify rhymes in stories
I once saw a cat, sitting next to a dog, I once saw a bat, sitting next to a frog
2. Alliteration – play with words beginning with the same sound
Six snakes sell sodas and snacks.

Odd one out

1. Rhyme
Which word does not rhyme? cat, pig, hat
2. Beginning consonants
Which two words begin with the same sound: man, sat sick
3. Ending consonants
Which two words end with the same sound? man, sat ten
4. Middle sounds (long vowels)
Which word does not have the same middle sound? take, late, feet
5. Middle sounds (short vowels)
Which two words have the same middle sound? top, cat, pan
6. Middle sounds (consonants)
Which two words have the same middle sound? kitten, missing, lesson

What's my word?

1. Syllables
Listen to the word parts: ta...ble. Say the word as a whole
Onset/rime
Listen to these word parts: p.....an. Say the word as a whole.
2. Phoneme by phoneme
Listen to these word parts: /s/ /a/ /t/ Say the word as a whole

Breaking up words

1. Syllables
Listen to this word: table. Say it syllable by syllable
2. Onset/rime
Listen to this word: pan. Say the first sound in the word and then the rest of the word
3. Phoneme by phoneme
Listen to this word: sat. Say the word sound by sound.



Reading Together – First Steps P1

Few children learn to love books by themselves, someone has to show them the way. Parents can help their children to read. One of the biggest factors associated with success in learning to read is whether the child's reading is practised at home. Children can enjoy reading together right up to their teens.



When choosing a book always try to encourage your child to help with the choosing.

Sharing a book...

- Get the setting right; organise a special time and a special place with as few distractions as possible. Sit close to your child.
- Sometimes a story may lend itself to be read straight through, sometimes it is better to stop at an interesting page to chat about it. Discuss the story.
- Be expressive, give characters different voices.
- Sharing books helps to build your child's vocabulary which helps reading.
- Make it a happy time.

Getting started...

Children need to learn that we read left to right and the left page before the right. These are the 3 main ways to teach a child to read:

- Look and Say; child learns the whole word. To start with, these are our 'bronze words'. These are words that are tricky to sound out, e.g., 'you' or 'was'.
- Phonics; child learns the different sounds made by different letters and letter blends. In school we use Jolly Phonics to help children learn the different sounds that match different letters and letter combinations.
- Real reading; child learns to use context, clues and knowledge of how language works

Reading Strategies

<p>use first sound</p> <p>s pider</p>	<p>sound all letters</p> <p>s a t</p>	<p>remember tricky words</p> <p>the</p>	<p>use the picture</p> <p>shoe</p>
<p>point to each word</p> <p>bin</p>	<p>does it make sense?</p>	<p>read it again</p>	<p>look for a small word</p> <p>to mat o</p>
<p>break up the word</p> <p>Sun day</p>	<p>read around the word</p> <p>the weather is cloudy</p>	<p>look carefully</p> <p>fork</p>	<p>ask for help</p>
<p>imagine what's happening</p>	<p>look around</p> <p>Friday</p>	<p>use a dictionary</p> <p>Dictionary</p>	<p>listen to what you say</p>

Reading Together – Further Steps



Make hearing your child's reading a SPECIAL TIME

- Find a quiet comfy place.
- Make sure you can attend completely to your child.
- Sit beside your child so you can both see the book.
- Discuss the story before and after your child has read. Talk about the pictures.

PRAISE AND ENCOURAGE your child

- Praise them when they correct themselves
- Praise them by making encouraging noises etc. (your child will not notice if you are nodding and smiling as they are reading)
- Praise them at the end of every sentence.
- Praise them when they correct themselves after a prompt.

Choose a book at the RIGHT LEVEL

- Choose a book that your child can read without making too many mistakes. Do not always choose a book that they can read fluently.
- The best level is about 2-5 mistakes in a paragraph of about 50 words.










Be positive about MISTAKES

- When your child makes a mistake which does not make sense, encourage them to think about the story and to read to the end of the sentence, then try the word again.
- When your child makes a mistake that makes sense, encourage them to look at the word more closely.

Support UNDERSTANDING

These are the strategies that we teach in school to help children understand what they are reading.

As children become more fluent when they read, they often need help to understand what they are reading.

STRATEGIES	Helpful questions/statements
 Predicting	What do you think will happen next? Why do you think that? What helped you make that prediction? Were my predictions accurate?
 Questioning	3 types:  LOOKING - find answer in the text  CLUE - need to search for clues  THINKING - give your own opinions
 Clarifying	Are there any words or phrases that I am unsure of? Check my understanding!
 Summarising	Identify and gather together the most important ideas and put them in my own words.
 Thinking Aloud	Pause after reading some text then say my thoughts out loud.
 Visualising	What are the pictures you have in your head as you read? Visualising helps bring the text to life. It helps to use all senses.

Supporting Spelling

Below are some ideas to help with practising spelling words:

1. Look, Cover, Write, Check – ‘SHOW ME’

Work in pairs. Both look at the same word. It is then covered and both write the word on an individual whiteboard. They then reveal their word – ‘one two three, show me’ and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective, it can also be in trios or quartets.

2. FLASH CARDS

This is similar to the ‘show me’ activity above. Quickly write out words on flash cards making sure that they have the correct spellings. One reads aloud from a card and the other writes the word on a whiteboard. This time when they say ‘show me’, one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Take turns reading or spelling.

3. SPELLING ALOUD

Using flashcards, as above, one reads a word aloud. Their partner spells the word out loud. If they spell correctly, they ‘win’ the card. If they are incorrect, the card is put to the bottom of the pile. Take turns and the ‘winner’ is the one who has most cards at the end of the game. This is not an activity for the less able.

4. SPELLING TENNIS

You may have seen this one on the television programme ‘Hardspell’. Older children really enjoy this one as it can be quite challenging. Pupils work in trios.

One takes on the role of both ‘reader’ and ‘checker’. The other two spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Take turns to be the checker. This is not an activity for the less able.

5. DICTIONARY RACE

Work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. You can turn it into a game by giving them counters to win.

6. HANGMAN

This is played in the traditional manner, using pre-drawn gallows, but using the spelling words. One player chooses a word from their list, then turns the list over and draws the corresponding number of dashes (one dash for each letter of the word). The 2nd player guesses a missing letter. If they are correct, it is written on the correct dash. If they are incorrect a piece of the body is drawn on the gallows. If all pieces of the body (head, body, two arms, and two legs) are drawn before the word is guessed, the player loses. If, however, the pupil guesses the correct word, he/she **MUST** write the word correctly to win. Only then can the list be turned over to check. Take turns. This can be also be played with a larger group or without any dashes given

7. WORDS WITHIN WORDS

Try to find smaller words inside each of the spelling words without rearranging the letters e.g. using the word 'practising', you could find – 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

8. KIM'S GAME

This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. Study the words. They then look away and a nominated person removes *one* of the cards. Turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

9. LUCKY DIP

This is a game best played in twos or threes. Take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. Take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

10. MAGNETIC LETTERS

Working with a partner, younger children would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

11. GUESS THE WORD

Work in pairs. One chooses one of their spelling words, and then writes one letter on a white-board at a time. They can begin *anywhere* in the word – it does not have to be at the beginning. The other tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won.

12. NOUGHTS AND CROSSES

Children swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

13. FIND THE WORD

This is a good activity for younger pupils who are learning how to spell High Frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The parent writes a few common words on a piece of paper and the children highlight as many as they can find. Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour.

TOPIC

Please find below a selection of websites and activities to support your child's learning in topic work:

- Visits to library and areas of local interest
- Internet research
- Mind maps
- Fact files
- Topic trees
- Make a model
- Create a podcast, powerpoint, poster, leaflet, report etc.
- Paint a picture
- Take photographs
- Design/create a model, poster, clothing etc.
- Play a sport/musical instrument
- Report back on achievements (medals, certificates etc.)
- Care for a pet
- Gardening
- Baking
- Fundraising/Charity
- Sewing, knitting, woodwork, origami
- Build a den
- Create a game
- Make a treasure map
- Post a comment on the school web-site
- Make scrapbooks
- Make a miniature world/room/garden in a shoebox

www.bbc.co.uk/schools/dynamo/parents

www.bbc.co.uk/schools

www.bbc.co.uk

www.bbc.co.uk/learning

www.bbc.co.uk/skillswise/games

www.cybermentors.org.uk

www.woodlands-junior.kent.sch.uk/interactive

www.fairtrade.org.uk

www.ictgames.com

www.sciencemadesimple.com

www.nms.ac.uk/our_museums/national_museum.aspx (National Museum)

www.eastlothian.gov.uk/info/477/museums_andgalleries/282/museums_in_east_lothian/5

Family Homework Ideas

Help your children thrive in and out of school by trying some of these activities

Family Activities

- Visit your local woods
- Visit a zoo: learn to use the map or create your own
- Play at the park
- Help plan a holiday/trip: research attractions, compare and contrast the costs, calculate daily mileage if driving.
- Grocery shopping: read ingredients to help choose the healthiest products for the best prices, find products that you have coupons for, figure out best deal between sizes of items
- Counting back change at the shops, café etc.
- On a drive, see if you can find every letter of the alphabet, in order, on road signs, billboards and Company names. Or just try to find all words starting with a certain letter. Or with numbers.
- Go to a play or a musical
- One person says the name of a geographical place (continent, country, state, city etc.) and the other person has to name a place that starts with the last letter of that place. For example if one person said Colorado, the other person might say Oxford, followed by Dunfermline, then Edinburgh. (Can be used with any subject)
- For a car/bus ride: See it, Say it, Spell it – find objects in alphabetical order, say them, then spell correcting. No one can take an already spelled object.
- Trips to the library: look up books by the Dewey decimal numbers.
- Mental Math in the car/bus: Start with the first number that you see and then the team leader (for the trip) calls out add/subtract/multiply or divide so as soon as you see the next number you know how to apply it to the first number. Then shout out that answer and the team leader calls out the next calculation and look for the next number and to apply to the current number. (Numbers can be identified on signs, license plates, street markings, etc.)
- Spelling in the car/bus: the team leader thinks of a word, then look for the letters on signs etc. in order and spell the word correctly.
- Cycling
- Playing catch
- Hopscotch



Arts & Craft Ideas

Some ideas to help your child enjoy art and craft.

- Make a simple scribble and the other person turns it into a completed composition
- Origami (Japanese paper folding)
- Make a family banner using hand prints to tell about family members.
- Use a large paper doll to decorate and tell about yourself.
- Write a script from their favourite book, do research on the web to find out how to make puppets and produce a puppet show
- Build models, such as birdhouses, cars etc. This activity requires organisation tools, measuring, cutting, creativity, art, painting, neatness; the list goes on, and at the end they have something they created, that can be used or enjoyed by them, birds etc. (use junk and recycle)
- Make jewellery, like bead necklaces.
- Create mosaics from bits of coloured paper
- Learn to scrapbook: involves maths by cropping pictures & finding placement using measurements. Use photos, drawings, school projects, etc.
- Make birthday cards for relatives: recycle objects around the house and include a picture of the kids in the card to make the card extra special
- Colour and/or draw
- Take a picture story book and cover up the written text. Have your child create their own story. Then type it and paste into the book to follow the pictures already there.
- Buy different pasta shapes, then string them on a yarn to make strands. Play around with planned pattern, counting the pasta afterwards, or the units of each pattern. Then un-do the strands, sort and save for cooking later
- Have your child read a short chapter book of their choice, then create a “Character Tube Puppet”, made from a paper towel roll core, construction paper, little googlie eyes, glue and yarn for hair. Have the kids do a small presentation about their book and the character.
- Draw and label a picture of the solar system
- Make your own board game using your names and names of family/friends and places in your town. Each person is responsible for designing and colouring their side of the board game.

