Mortlach Primary School Week 1 Self-isolation Grid for Primary 1

| Literacy and English | Maths and Numeracy | Health and Well Being | |
|--|--|--|--|
| <u>Letter formation</u> - Practise making patterns and the | Forward count - Count out loud as far as you can go. | Outdoor Learning - Set up an obstacle course in your | |
| letters you know in sand, rice, shaving foam, paper or | Start at 3 and stop at 6 | house or outside and see how long it takes you to | |
| use a stick to practise in the mud. Can you write your | Start at 5 and stop at 9 | complete it. Can you do it quicker each time? | |
| first and last name? | Start at 8 and stop at 12 | | |
| | Start at 2 and stop at 7 | | |
| | Can you try any more? | | |
| Literacy and English | Maths and Numeracy | STEM | |
| Reading - Choose a favourite story. First, ask a grown- | Backward count – Count back from 5, 10, 15 or 20 | Science - Make a boat out of this paper and see if it | |
| up to read it to you. Next, you re-tell the story in your | Start at 5 count back to 2 | will float in your sink. Try and see if it could carry an | |
| own words. Draw a picture of your favourite part of | Start at 7 count back to 3 | object like a lid or a biscuit. Can it carry a heavier | |
| the story and talk about why you liked that part. | Start at 12 count back to 8 | object? What happens when it is too heavy and why? | |
| Can you think of a different ending to the story? | Start at 10 count back to 4 | | |
| | Can you try any more? | | |
| Literacy and English | Maths and Numeracy | Expressive Arts | |
| Comprehension - Watch the Paddington film trailer - | Counting objects – find things around the house to | <u>Design</u> a new jacket for Paddington. | |
| here is the link | count out loud. How many cushions? How many | | |
| https://www.youtube.com/watch?v=7bZFr2IA0Bo | lights? How many cups? How many shoes? How many | | |
| Then discuss the trailer with an adult. | chairs? How many toys? | A CONTRACTOR OF THE CONTRACTOR | |
| What are the names of all the characters? | | The state of the s | |
| How did Paddington get his name? | | E S | |
| Do you think Paddington is a friendly bear? Why? | | | |
| Would you like to see the film and why? | | | |
| Literacy and English | Maths and Numeracy | Social Studies | |
| Rhyming Words –which words rhyme with - | 1:1 Correspondence - Play a game of snakes and | People Who Help Us - Make a thank you card for your | |
| cat, net, tin, fan, cup, rot, bag, lick, tea, my | ladders using the board below. | teacher who will be missing you while you are at | |
| Can you say this nursery rhyme? | 43 44 45 46 47 49 49 41 40 39 38 47 | home. Think about what they might like to see on the | |
| Hey Diddle Diddle | 29 10 31 32 53 35 28 22 26 25 27 23 22 | card. Can you write your first and last name on it? | |
| The Cat and the fiddle | 15 16 17 15 20 21 14 13 14 11 10 9 8 | | |
| The cow jumped over the moon | | | |
| The little dog laughed to see such fun | | | |
| And the dish ran away with the spoon. | | | |
| Which words rhyme? | | | |



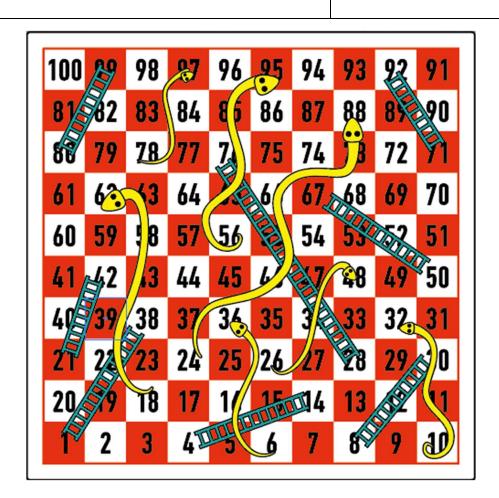


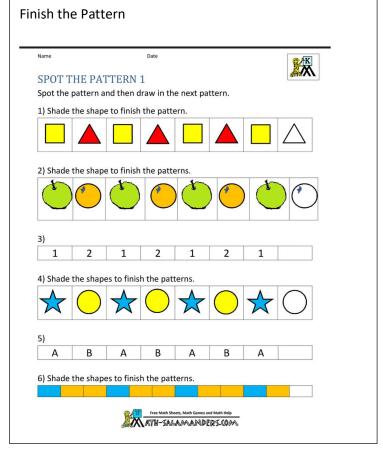
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Literacy and English
Talk about your favourite toy for 1 minute. What is its name? Why do you like it? Where did you get it from?
Where do you keep it? What does it look like?

Problem Solving
Finish the patterns in the sheet below.
Can you make up some patterns of your own?

Health and Well Being
Go on a walk with a grown-up and on your return,
draw a map of where you have been.









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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. 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 over estimate? | 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? |
| В | 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? |
| С | 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 particular task? | 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? |



