



# Monthly Homework Grid - February 2025 - Primary 1

## Numeracy & Mathematics

**Numeracy Focus:** Addition Facts

**Activity:** Addition Card Game

Create a set of cards with numbers 0-5. Place them face down. The adult will choose a number. You pick up 2 cards and add the 2 numbers together. The cards must add together to make the chosen number. Write down the different combinations you can make. Continue this game with all other numbers 1-5. **Extra challenge:** Play the game with numbers 6-10.

**Mathematic Focus : Time (Clocks)** Relate o'clock times to everyday activities. Talk about important o'clock times in your day (e.g. starting school at 9 o'clock) Point out o'clock times on analogue and digital clocks. **Extra challenge:** Begin to explore half past on analogue and digital clocks. <https://firstlook.educationcity.com/content/Activity/index/25812>

**Mathematic Focus: Money** Provide a container with mixed coins and ask your child to sort them into piles based on their value.,

<https://www.topmarks.co.uk/money/coins-game>

### How to Guides:

We have been using Part-Whole models to help us with addition facts.

<https://www.bbc.co.uk/bitesize/articles/z6yh2v4>

Oxford Owl at home - Learning to tell the time

<https://home.oxfordowl.co.uk/maths/learning-to-tell-the-time/>

Oxford Owl at home - Money

<https://home.oxfordowl.co.uk/money-money-money/>

## Literacy

### Spelling:

Your spelling words will be in your homework jotter and updated weekly. Choose an activity from the active spelling grid to practise your words.

### Reading:

Read your school reading book every night. Try to spot any familiar letters or words that we have been learning in class.

**Remember to return the book to school each day.**

### Writing:

Write your sounds and words in your homework jotter. Make sure you are forming the letters correctly.

Have an adult or sibling dictate this sentence to you:

**He can not go if he is sick.**

Write the sentence in your homework jotter.

## Learning across the Curriculum

**Topic: Katie Morag**

We have been learning about where Katie Morag lives and exploring what life would be like living on a small island. Make a map of an imaginary island. Think about these three main regions - the hills, the harbour and the beach. Draw important features such as houses and shops.

**Health and Wellbeing**

Talk to an adult about your learning goals for this term. What do you want to get better at? How can you achieve this?



## P1-3 Spelling Strategies

\*Please note - the P1 children are only beginning to learn these strategies so wont yet be familiar with them all\*

The strategies the children are taught are:

- **Using Phoneme Knowledge** (sounding out)
- **Syllabification** - breaking words down into syllables. The children can clap out words to identify syllables e.g. go-ing/An-drew
- **Word Shape** - Look at letter shape, size, ascending and descending letters.
- **Tricky Letters** - Looking at the position of tricky letters as an aid to spelling.
- **Compound Words** - Breaking the compound word into simple words e.g. into makes in and to.
- **Mnemonic** - using an aide memoire e.g. because - Big Elephants Can Add Up Sums Easily
- **Using Analogy** - If you know how to spell one word you can spell similar words e.g. if you can spell hill, you can spell mill, will, fill etc.

## P1-3 Word Attack Strategies

\*Please note - the P1 children are only beginning to learn these strategies so wont yet be familiar with them all\*

- Look at the first letter
- Sound out the first few letters
- Break the word into syllables
- Look at the last letters
- Read the sentence again
- Look at the picture
- Look at the shape of the word





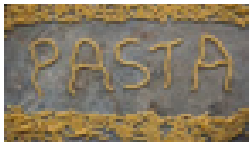

## P1-3 Phoneme (sound) Methodology

\*Please note - the P1 children are only beginning to learn this process so will not yet be able to do this method independently

Individuals will explore a list of words with the phoneme. They will be encouraged to say the words, make/break it, read it out loud and write the word. Children use the diagram below to support this in class.



# Active Spelling Grid

<p><u>Pyramid Spelling</u> Write your words in a pyramid.</p> <p>f fr fro from</p>	<p><u>Chalk Spelling</u> Write your words on the smooth surface using chalk.</p> 	<p><u>Press-Ups</u> Do a press up for every letter in your word.</p> 
<p><u>Cheer Squad</u> Pretend you are a cheerleader and shout out your word. 'Give me a...'</p> 	<p><u>Silly Voices</u> Spell your words in a squeaky voice, villain voice or loud voice.</p> 	<p><u>Pasta</u> Make your words out of pasta shapes.</p> 
<p><u>Rainbow Spelling</u> Write your words three times. Use a different colour each time.</p> <p>said the and said the and said the and</p>	<p><u>Hopscotch Spelling</u> Make a hopscotch grid and write your words in each box. Throw a beanbag or stone onto the word. Sound out the word as you hop.</p> 	<p><u>Fancy Spelling</u> Write your words as fancy as possible.</p> 