

What your child is learning in school	How you can help at home
<u>Listening and Talking (Oracy)</u> - Identifying and discussing the purpose of texts, watched or listened to. - Asking and answering a range of questions to inform their understanding of a text. - Identifying and discussing the key ideas of spoken texts and using the information gathered for a specific purpose such as recounting an experience or recalling an event. - Making short notes under headings for texts listened to or watched, demonstrating understanding, and using these for different purposes. - Using own notes in a logical sequence to create new texts. Key vocabulary: Question - a sentence that asks for a reply. Note Taking - a short written explanation or comment on something.	<u>Listening and Talking (Oracy)</u> - Watch and Talk - Watch a short video together – like a children’s newsclip, a short story, or a nature video. - Afterwards, ask simple questions like: “What was this video about?”, “Why do you think they made it?”, “What was the most important part?” - Encourage your child to explain in their own words. - Listen and Note - Listen to an audiobook or podcast for children (around 5-10 minutes). - Give your child a piece of paper with simple headings like: “Who?”, “What happened?”, “Where?”, “Why?” - As they listen, they can write down or draw quick notes under each heading. - Afterwards, they can use their notes to retell the story or information to you.
<u>Reading</u> - Identifying the key features of fiction and non-fiction books. - Using contents, index, headings, sub-headings, and diagrams to help locate information. - Finding key information from a text using different strategies. - Selecting, sorting and using information from a variety of texts for a specific purpose. - Making and using notes to show understanding, explore ideas or to create simple texts. - Asking and answering a range of questions about the main ideas and purposes of texts. - Recognising the difference between fact and opinion. Key vocabulary: A contents page - helps the reader navigate and understand the text they are reading. Heading – a word or group of words at the top or front of a piece of writing; title. Sub-heading - a heading or title subordinate to the main one, as in a newspaper headline. Diagram - a drawing or plan that shows the parts of something or how the parts work together.	<u>Reading</u> - Fiction vs. Non-Fiction Book Hunt - Gather a mix of books from home – some storybooks and some information books (e.g. about animals, space, or history). - Ask your child to sort them into two piles: <i>fiction and non-fiction</i>. - Talk about what helped them decide – things like: “Does this book tell a made-up story or real facts?”, “Does it have pictures or diagrams?”, “Does it have chapters or an index?” - Fact or Opinion Detective - Read a short passage together – it could be from a magazine, news article, or online child-friendly blog. - Highlight or list some sentences together, then decide if each one is a fact or an opinion. For example: “Dogs are the best pets!” → Opinion “Dogs need food and water every day.” → Fact - Talk about how to tell the difference – <i>facts can be proven, opinions are what people think</i>.
<u>Writing</u> Creating a variety of texts for different purposes.	<u>Writing</u> Mini Research Project: “Expert for a Day”

• Selecting, organising and conveying information in different ways. • Using vocabulary and language for specific purposes. • Linking sentences using common conjunctions, for example, and, because, but or so. • Starting sentences in a variety of ways to engage the reader. • Checking writing to ensure it makes sense. • Writing independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. • Organising writing in a logical order and as appropriate to audience. Key vocabulary: An information report – a piece of writing that presents factual information to inform the reader about a specific topic. Third person – when the writer is describing something that is happening to someone else, using they, she, or he. Present tense – is used when something is happening now or when something happens regularly. Conjunctions – join two different, but related, parts of a sentence, for example, and, but, because, so, yet, or, for.	- Ask your child to pick a topic they are curious about, for example: tigers, volcanoes, planets, or their favourite sport. - Together, look at a few non-fiction sources (a children’s book, website, or magazine). - Help them to make short notes under clear headings such as: What it looks like? Where it lives / happens? What it eats / how it works? Interesting facts. - Use these notes to write a short information report, with a title, introduction, and section for each heading. - You could make this into a short video, for example, a news report or mini documentary. • Fact Sorting Challenge - Choose a topic together (e.g. penguins or rainforests). - Write or print 10 – 12 sentences about the topic – some true, some opinions or off-topic. For example, “Penguins live in cold places.”, “Penguins are the cutest animals ever.” - Ask your child to sort them into two categories: Facts for the report and Opinions or sentences that don’t belong. - Talk about why some sentences fit better in an information report.
<u>French</u> • Identifying sounds, letters and patterns to read words contained in familiar rhymes, songs and/or short texts. • Using words which are similar to English to support understanding of unfamiliar words. • Recognising familiar words in different contexts in, for example, well-known short stories, games and rhymes. • Pronouncing familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family, pets, favourite colours/food/animals.	<u>French</u> • Listen to a familiar story in French: Le Petit Chaperon Rouge (Little Red Riding Hood): - https://www.bbc.co.uk/bitesize/topics/zhphhcw/articles/zs4br2p#zqstp4j • All About Me! - Use the following BBC Bitesize website to create a short “All About Me!” performance or video in French. - https://www.bbc.co.uk/bitesize/topics/z6t66g8/articles/zjtf3j6#zpb9dp3

MATHS AND NUMERACY

What your child is learning in school	How you can help at home
<u>Counting Development</u> • Counting forwards and backwards in 2s, 5s, 10s and 100s. Key vocabulary: Skip counting – counting forwards or backwards in multiples or intervals of a given number.	<u>Counting Development</u> • Step (or Jump) & Count Game - Ask your child to count forwards or backwards from any number in 2s, 5s, 10s or 100s by stepping/jumping forwards or backwards, for example, 45, 47, 49, 51, 53 or 500, 400, 300, 200 etc.
<u>Rounding and Estimation</u>	<u>Place Value</u>

• Rounding whole numbers to the nearest 10 and 100 and using this routinely to estimate and check the reasonableness of a solution. • Using strategies to estimate an answer to a calculation or problem, for example, doubling and rounding. Key vocabulary: Rounding – to change a number to a more convenient value. Estimate – to make an approximate calculation, often based on rounding.	• Rocket Rounding - https://www.topmarks.co.uk/maths-games/rocket-rounding • Listen to the story 'How Many Seeds in a Pumpkin' by Margaret McNamara' about estimating. - https://www.youtube.com/watch?v=tdViPybeP3c - Try estimating different things in the kitchen cupboards, for example, packets of pasta or jars of sweets (or pumpkin seeds if you are doing any carving!)
<u>Multiplication and Division</u> • Using correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally. • Applying strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts. • Demonstrating understanding of the commutative law, for example, $6 + 3 = 3 + 6$ or $2 \times 4 = 4 \times 2$. • Applying strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts. • Applying knowledge of inverse operations (multiplication and division). • Using multiplication and division facts to solve problems within the number range 0 to 1000. • Multiplying and dividing whole numbers by 10 and 100 (whole numbers answers only). • Solving two step problems. Key vocabulary: Array – a set of objects or numbers arranged in order, often in rows and columns. Sharing – dividing into equal groups. Grouping – dividing things into equal groups or sets.	<u>Multiplication and Division</u> • Use 'Hit the Button' to practise multiplication and division facts: - https://www.topmarks.co.uk/maths-games/hit-the-button • Doggy Division Dinners: - https://ictgames.com/mobilePage/doggyDivision/index.html
<u>Expression and Equations: Addition and Subtraction</u> • Understanding and accurately using the terms 'equal to', 'not equal to', 'less than', 'greater than' and the related symbols ($=$, $\neq$, $<$, $>$) when comparing quantities. • Applying understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, $\square + 17 = 30$ and $\square \times 6 = 30$. Key vocabulary: Balance – having the same number on either side. Compare – use greater than and less than signs to	<u>Expression and Equations: Addition and Subtraction</u> • Sum Scales - https://ictgames.com/mobilePage/scales/index.html

compare numbers.	
<u>Patterns and Relationships</u> - Counting forwards and backwards in 2s, 5s and 10s from any whole number up to 1000. - Describing patterns in number, for example, in the multiplication tables and hundred square. - Continuing and creating repeating patterns involving shapes, pictures and symbols. - Describing, continuing and creating number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting) and known multiples. Key vocabulary: Pattern – repeated design or recurring sequence. Sequence – ordered sets of numbers, shapes or other mathematical objects, arranged according to a rule.	<u>Patterns and Relationships</u> - Outdoor Number Line Jump - Use chalk or natural materials (sticks, stones, leaves, cones) to make a number line of the ground (you can start anywhere, for example, 126 to 156). - Call out a skip counting challenge, for example, “Count forwards in 5s from 130!” or “Now count backwards in 2s from 156!” - The child jumps along the number line as they count.
<u>Data and Analysis</u> - Asking and answering questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables. - Selecting and using the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies. - Using a variety of different methods, including the use of digital technologies, to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams. - Including a suitable title, simple labelling on both axes and an appropriate scale where one unit represents more than one data value in graphs. Key vocabulary: Venn diagram – a diagram using circles or other shapes, to show the relationship between sets. Carroll diagram – a diagram used to sort items according to the attributes of two or more categories.	<u>Data Analysis</u> - Read The Great Graph Contest by Loreen Leedy https://www.youtube.com/watch?v=Oy_rJ4FjOt4

HEALTH AND WELLBEING

What your child is learning in school	How you can help at home
<u>PE – Fitness and Dancing</u> <u>Fitness</u> - Participating in moderate to vigorous physical activity and sustaining a level of activity that provides challenge. - Describing how the body feels during and after sustained activity. - Describing in simple terms the reasons why people participate in physical activity.	<u>PE – Fitness and Dancing</u> <u>Fitness</u> - Family Fitness Trail Challenge - Create a mini fitness trail at home or outdoors using simple household items or natural features. - Set up 3 to 5 stations (use cones, chalk or other objects to mark them), for example, star jumps, sprints on the spot, skipping, wall press etc.

- Demonstrating an understanding of stamina in simple terms and how it affects health, and ability to perform. <u>Dance</u> - Linking and ordering a series of movements with and without equipment to perform a sequence, for example, hopscotch. - Moving with purpose demonstrating balance, control and rhythm. - Demonstrating how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. - Moving the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence.	- Complete the trail together encouraging one another as you go. - Cool down with a walk and talk about how these exercises made your body feel.
<u>Relationships, Sexual Health and Parenthood (RSHP)</u> <u>P3: Progression 1 – My family/All our families are different and Feelings and Safety</u> - Explaining that there are different types of families, with different roles. - Identifying that families may differ, but they still care for each other. - Awareness of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. - Understanding positive things about friendships and relationships but knowing who to talk to when something worries or upsets us. - Awareness of the need to respect personal space and boundaries and recognising and responding appropriately to verbal and non-verbal communication. <u>P4: Progression 2 – Safe and happy online</u> - Understanding positive things about friendships and relationships and knowing who to talk to when something worries or upsets me. - Showing an awareness of the need to respect personal space and boundaries and recognising and responding appropriately to verbal and nonverbal communication. - Demonstrating an understanding of the potential dangers online and who to go to for advice and who to report a concern to. - Demonstrating an understanding of the need for strong passwords. - Explaining the need to get a person's permission before taking a picture or video of them.	<u>Relationships, Sexual Health and Parenthood (RSHP)</u> <u>P3: Progression 1 – My family/All our families are different and Feelings and Safety</u> - Tell your child stories about your family life growing up. Scratch Garden Families Song is a song we will listen to in class: https://www.youtube.com/watch?v=ZcpZKXPnbZs - When you are reading books together, talk together about how the characters in the story might be feeling and why you think this. We will be listening to The Feelings Song: https://www.youtube.com/watch?v=UsISd1AMNYU <u>P4: Progression 2 – Safe and happy online</u> The children will be watching these animations in class: The Adventures of Kara, Winston and the SMART Crew: https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/ You could watch these together and talk about how you have fun and keep safe online at home.

INTERDISCIPLINARY LEARNING

What your child is learning in school	How you can help at home
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Expressive Arts	Expressive Arts
<u>Music</u> - Performing simple melodic parts, for example, on tuned percussion, tin whistle, recorder. - Following performance directions, for example, follows the group leader. - Following simple music notation, for example, in the form of pictures, graphics, treble clef. - Sharing thoughts and feelings by expressing personal views in response to musical experiences such as performances, school shows and music from different styles and cultures. Key vocabulary: Melody – musical sounds in a pleasant order and arrangement. Performance – a particular entertainment presented before an audience.	<u>Music</u> - Follow the Leader - Parent/carer is the leader. Make simple signals: 👉 Hand up = play 👎 Hand down = stop 👉 Finger up = play louder 👎 Finger down = play softer - Take turns leading each other using an instrument or clapping. - Listen and Move - Sit or stand outdoors or inside and listen to a short piece of music. - Ask your child: “How does this music make you feel?”, “If this music were weather, what would it be – sunshine, wind or rain?” - Move to the music – sway, march or dance!
<u>Religious and Moral Education (RME)</u> - Describing and discussing at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion, illustrating how this value could be put into practice. - Describing and discussing at least one personal value and at least one example of how own values might affect actions. Key vocabulary: Value – a principle someone thinks is really important. Action – a way of acting or behaving.	<u>Religious and Moral Education (RME)</u> - Values Around the World - Use a world map or globe (paper or digital) and pick a country. Discover what information you can find out about this country’s main religion and/or beliefs and how this shapes values and actions. - Talk about your family religion and/or beliefs and how this affects your values and actions.
<u>Science</u> - Explaining the difference between living and non-living things, taking into consideration movement, reproduction, sensitivity, growth, excretion and feeding. - Creating criteria for sorting living things and justifies decisions. - Sorting living things into plant, animal and other groups using a variety of features. - Demonstrating awareness of how energy from the sun can be taken in by plants to provide the major source of food for all living things. - Interpreting and constructing a simple food chain, using vocabulary such as ‘producer’, ‘consumer’, ‘predator’ and ‘prey’. - Observing, collecting and measuring the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/nutrients and heat.	<u>Science</u> “Living or Not?” Sorting Safari - Go on a hunt outdoors – collect or list examples of things you see (e.g. a leaf, stone, worm, feather, swing, tree, puddle). - Ask: “Is this living or non-living? How do we know?” - To help you decide you can talk through the 7 life processes (MRS GREN): Movement, Reproduction, Sensitivity, Growth, Rspiration (breathing/energy use), Excretion (getting rid of waste), Nutrition (feeding).

- Structuring a presentation or report, with support, to present findings on how plants grow. - Using more complex vocabulary to describe changes of state of water, for example, 'condensation' and 'evaporation'. - Contributing to the design of an experiment to determine the temperature at which water boils, freezes and melts, ensuring appropriate use of units. - Knowing that pure water boils at 100°, melts at 0° and freezes 0°. Key vocabulary: Producer – an organism that makes its own food. Consumer – a living thing that eats other plants and animals. Predator – an animal that eats other animals. Prey – the animal that eats other animals. Condensation – the act or process of changing from a gas to a liquid. Evaporation – to turn from liquid into gas; pass away in the form of vapor.	
<u>Technologies</u> <u>Food and Textile Technology</u> - Using a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool. <u>Exploring uses of materials</u> - Identifying different materials. - Stating the properties of materials (hard, soft...). - Recognising different materials and why they have been selected for a task. - Selecting materials to use in a specific task. <u>Cyber resilience and internet safety</u> - Demonstrating an understanding of my rights and responsibilities as a digital citizen. Key vocabulary: Textile – cloth made by weaving or knitting. Material – something that an object is made from, such as metal, plastic or wool. Digital citizen – when you use the internet in a legal, safe, respectful and responsible way.	<u>Technologies</u> - Textiles - Learn about textiles together here: https://www.bbc.co.uk/bitesize/topics/zxvpg2p - Do you have any relatives in the Borders who work or worked in the textile industry? You could interview them to find out some information about textiles in the Borders. - Material Detective Mission - Go on a material hunt around your home or outdoors. - Record what each object is made from (wood, metal, plastic, glass, fabric, rubber). - Discuss each material's properties (hard, soft, shiny, bendy, waterproof, rough, smooth). - Safe and fun online - Talk about how your family keeps safe online and has fun online.