

What your child is learning in school	How you can help at home
<u>Listening and Talking (Oracy)</u> - Choosing spoken texts to enjoy listening to or to find out information. - Showing their understanding of spoken texts by asking and answering questions. - Being able to tell the difference between fact and opinion in spoken texts. Key vocabulary: A fact – is something that is true and you can check it. An opinion – is what someone thinks or feels. Other people might think something different.	<u>Listening and Talking (Oracy)</u> - Local libraries are a fantastic resource with free audiobooks on CD or cassette. You could visit any Scottish Borders Library and choose an audiobook to enjoy. - If you have a smart speaker or voice assistant such as Alexa or Google Home, you can try asking it for a story/audiobook. - Play the 'Fact or Opinion Sorting Game': - Say simple sentences like: "Pandas are black and white." "Pandas are the cutest animals." - Then ask your child if your sentence is a fact or an opinion?
<u>Reading</u> - Choosing different books to read to enjoy and/or to find out information. - Talking about the books and authors they like and why. - Using expression when reading. - Reading a growing number of common words and vocabulary linked to learning across the curriculum. Key vocabulary: Fiction Books – made up stories created from the author's imagination, featuring imaginary characters, settings, and events. Non-Fiction Books – tell us about real things like animals, space or history. They are not made-up stories.	<u>Reading</u> - Book Chat Time - Sit together and take turns talking about favourite books. - Ask questions like: "What was your favourite part?" "Why do you like this author?" "Would you want to read more books like this?" - Create a "Favourite Books" poster with book titles, authors, and drawings. - Information Treasure Hunt - Choose a non-fiction book (e.g. about animals, space, dinosaurs) to read together. - Ask your child to find things like: "Can you find the page about sharks?" "What heading tells you about food?" - Turn it into a timed challenge: "How fast can you find it?"
<u>Writing</u> - Choosing what to write about, knowing why they are writing, and who will read it. - When writing about something that happened to them: - Being able to say what happened in the right order, using clear words to show how they were feeling and what they were thinking. - Using a capital letter, full stop, question mark or exclamation mark when needed. - Using 'and', 'but', 'because' and 'so' to link sentences and add more detail. - Starting sentences in interesting ways. - Checking own writing makes sense. Key vocabulary: A recount – a piece of writing that recalls an event or experience. Chronological order – arranging events in time order. First person – the 'I/we' perspective.	<u>Writing</u> - Family Newsletter - Help your child create a weekly "family newsletter". - Let them choose topics (pets, weekend events, new things learned). - Talk about who will read it (grandparents, family friends) and why. - Memory Journal - Think about a trip, a birthday, or a funny family moment. - Write a journal entry about this event encouraging your child to write about it in order using sentence starters such as: "First", "Next", "Then", "Finally". - To include how they felt and what they were thinking you could add emojis or drawings to show emotions.

Past tense – tells the reader the action happened before now. Opinion – a personal view about something.	
<u>French</u> - Finding France and Paris on a world map. - Looking at landmarks within Paris e.g. the River Seine and the Eiffel Tower. - Know what is similar and different between Scotland and France, e.g. food, national celebrations, the school day, the climate, money.	<u>French</u> - If you have been to France you could show your child photographs from your time there. - You could make a model of a famous French landmark e.g. the Eiffel Tower using your recycling.

MATHS AND NUMERACY

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<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>Place Value</u> - Being able to talk about the value of each digit in a whole number, for example, $867 = 800 + 60 + 7$. - Understanding that zero is a placeholder by making sure that every digit is in the right place, for example, in 507, the 0 shows there are no 'tens'. - Reading, writing, ordering and reciting whole numbers to 1000, starting from any number in the sequence. Key vocabulary: Place value – the value of a digit depending on its place in a number. Partitioning – a strategy that splits (partitions) numbers into smaller addends, factors or place values to make calculations easier.	<u>Place Value</u> - Make a Number - Ask your child to make a 3-digit number using three digits, e.g. 6, 2 and 7. What number did you make? What is the value of each digit? - Order Numbers - Write down 3 numbers e.g. 145, 415, 154 and ask your child to put them in order from smallest to greatest or vice versa. - ictgames.com - Post A Letter: https://ictgames.com/postAletter/index.html - Counting Caterpillar: https://ictgames.com/mobilePage/countingCaterpillar/index.html
<u>Addition and Subtraction</u> - Using correct mathematical vocabulary, for example, subtract, add, sum of, total. - Showing understanding of the commutative law, for example, $6 + 3 = 3 + 6$. - Solving addition and subtraction problems with three-digit whole numbers. - Adding and subtracting multiples of 10 or 100 to or from any whole number to 1000. - Applying knowledge of inverse operations for addition and subtraction. - Solving two step problems. Key vocabulary:	<u>Addition and Subtraction</u> - Mystery Number Quest Game - Take turns asking similar questions to the following to practise adding and subtracting: - Start at 430. Add 100, then subtract 10. What number do you have?" "I'm thinking of a number. I added 200 to it and got 740. What was my starting number?" "What is 652 minus 300?" "If $300 + _? = 800$, what's the missing number?"

Bridging – a strategy that involves using a multiple of ten as a ‘bridge’, so numbers can be partitioned to make use of bonds to ten. Finding the difference - involves subtracting the smaller quantity from the larger quantity, for example, the difference between 5 and 7 means $7 - 5 =$.	
<u>Properties of 2D shapes and 3D objects</u> • Using the words side: face, edge, vertex, base and angle to describe the properties of a range of common 2D shapes and 3D objects. • Naming, identifying and classifying a range of simple 2D shapes and 3D objects and recognising these shapes in different orientations and sizes. • Identifying 2D shapes within 3D objects and recognising 3D objects from 2D drawings. • Identifying examples of tiling in the environment and applying knowledge of the features of 2D shapes to create tiling patterns incorporating two different shapes. Key vocabulary: 2D shapes – a flat shape that has length and width 3D objects – objects that have length, width, and height, allowing them to be seen and felt in all directions Regular shapes – shapes whose sides, faces and angles are all equal Irregular shapes – shapes whose sides, faces or angles are not all equal Vertices – an angular corner where two or more lines or edges meet.	<u>Properties of 2D shapes and 3D objects</u> • Shape Hunt – Look for and identify 2D shapes and 3D objects in your house and when you are out and about. • Shape Detective - Gather a collection of common 3D objects around the house (like a cereal box, ball, dice, juice carton) and lay them out. - The grown up chooses one object to describe by using words phrases like “It has ___ faces,” “Each face is a ___ shape,” “It has ___ edges,” “It has ___ vertices,” etc. - Child guesses the object based on the clues. Then switch roles so that the child has to describe.
<u>Mathematics – its impact on the world past, present and future</u> • Investigating and sharing understanding of the importance of numbers in learning, life and work. • Investigating and sharing understanding of a variety of number systems used throughout history. Key vocabulary: Cooking - the act or process of preparing food or meals. Measuring – to find the exact size, weight, or amount of (something), using a ruler, scale, or the like.	<u>Mathematics – its impact on the world past, present and future</u> • Cooking - Involve your child in measuring out ingredients for meals when you are cooking. • I Spy Numbers - Take a walk around the village and see where you can find numbers in the environment, talk about why they are there, why they are needed, who uses them, e.g. speed signs, door numbers.
<u>Ideas of Chance and Uncertainty</u> • Using mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations. • Interpreting data gathered through everyday experiences to make reasonable predictions of the likelihood of an event occurring. Key vocabulary: Likely – to be expected; probable. Certain – known to be true without any doubt; definite.	<u>Ideas of Chance and Uncertainty</u> • The Vile Vendor – https://www.scootle.edu.au/ec/viewing/L118/index.html#

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<u>PE – Coordination Activities and Football and Rugby Skills and Games</u> • Showing an awareness of the space around them and the space of others, and beginning to use this information to control movements. • Showing control over movement in personal and shared space which includes adapting to changes in speed, direction and level. • Manipulating objects while maintaining balance, for example, receiving and sending a ball with their preferred foot. • Demonstrating eye/hand and eye/foot co-ordination required for movement skills, for example, tracking the flight of the ball with their eyes, then catching it. Key vocabulary: Coordination – the working together of different muscles to carry out a complicated movement.	<u>PE – Coordination Activities and Football and Rugby Skills and Games</u> • Shadow Dribble (Football skill + spatial awareness) – Pair up with your child. One of you is the leader, the other the shadow. – The leader dribbles the ball around a space (e.g. garden, park) while the shadow mirrors them. – Change direction, speed, and level (e.g. crouch while moving, speed up suddenly, move sideways). – Swap roles after a few minutes. • Ball Drop & Catch (Eye-hand coordination focus) – Grown up holds a soft ball (or rolled-up sock) at shoulder height. – Child stands ready – parent drops the ball, and the child has to watch and catch it before it bounces.
<u>Building Resilience: Looking on the Bright Side</u> • Knowing that we all experience a variety of thoughts and emotions that affect how we feel and behave and learning ways of managing them. • Understanding that our feelings and reactions can change depending upon what is happening within and around us. This helps us to understand our own behaviour and the way others behave.	<u>Building Resilience: Looking on the Bright Side</u> • Create a ‘Memory Jar or Box’. - Decorate your jar/box in a way that makes it personal to you. Your jar can contain: items that represent memories that you have shared with people special in your life or important times in your life, e.g. a shell from your favourite beach walk, a badge of achievement of something you found challenging, a train ticket to somewhere special; or photos that represent things that you are grateful for e.g. the taste of yummy ice cream, laughing with a friend, a hug etc. - It is hoped that your jar will help you to increase your gratitude for the good things in your life, help you to build and remember memories of good things to help you through difficult times and help you to savour the positive moments in your life.

INTERDISCIPLINARY LEARNING

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<u>Expressive Arts</u> <u>Art</u> • Recognising and naming most of the visual elements: line, shape, form, colour, tone, pattern, texture. • Sharing views and listening appropriately to views of others, suggesting what works well and what could be improved in their own and	<u>Expressive Arts</u> <u>Art</u> • Visual Elements Scavenger Hunt - Go on a hunt around the house or garden. Look for examples of: - Line (cracks, wires, fences) - Shape (windows, books) - Form (3D objects like bottles, chairs) - Colour (identify warm/cool colours)

others' work, using some art and design vocabulary. - Showing an understanding of basic colour theory, for example, which secondary colours are made from mixing primary colours. Key vocabulary: Primary colours – the main colours which are red, yellow and blue. Secondary colours – the new colours you get when you mix two primary colours. <u>Drama</u> - Creating, choosing and taking on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale. - Using voice, considering use of volume, expression, clarity and pace to convey a character. - Using movement in roles, conveying a character through gestures, actions and posture. - Using expression in role, conveying a character through body language, for example, facial expression. - Creating a short drama using improvisation, from a given stimulus, and working collaboratively. Key vocabulary: Character – a person in a story, play, or movie. Role – the character someone takes on in a drama. Scene – a specific part of a story or play.	- Tone (light and dark areas) - Pattern (fabrics, tiles) - Texture (rough towel, smooth spoon) <u>Drama</u> - Emotions Mirror Game - Face each other like a mirror. - Show an emotion (e.g. scared, surprised, joyful) with face and body. - Talk about what changed in your face or body to show the emotion.
<u>Religious and Moral Education</u> - Describing, discussing and expressing an opinion with at least one reason on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion. - Describing and discussing at least one personal belief and at least one example of how own beliefs might affect actions. Key vocabulary: Belief – an idea accepted as true; something that is believed. Religion – a shared set of beliefs, practices, and values that helps a group of people understand the world, their place in it, and how to act.	<u>Religious and Moral Education</u> - Belief Hunt 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. - Talk about your family religion and/or beliefs and how this affects your actions.
<u>Social Studies</u> - Drawing or making a model of features in their local landscape, for example, hill, river, building. - Using instruments to measure and record at least two different weather elements, for example, temperature, rainfall, wind direction. - Naming a figure from the past and commenting on their role in events. - Contributing to a discussion giving reasoned opinions on how the weather affects life.	<u>Social Studies</u> - Build My Place - Use LEGO, recycled materials, or draw a map or 3D model of your local area. - Include natural features (hill, river, woods) and human features (buildings, school, shop, park). - Ask: "Why do you think that building is there?" How does the hill/river change how people live here? - Weather Watchers – Mini Meteorologists

• Drawing two conclusions about how living things adapt to the climate in any chosen area. • Drawing at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest. • Identifying a reliable and unreliable source of evidence. • Making informed decisions on an issue having listened to others. • Names two local organisations who provide for needs in the local community and describe what they do – world of work. Key vocabulary: River – a large natural stream of water flowing in a particular course toward a lake, ocean, or other body of water. Temperature – the measurement of heat or cold as shown in degrees on a thermometer. Thermometer – an instrument for measuring temperature. Rain gauge – an instrument that collects and measures the amount of rainfall in a specific time and place. Anemometer – an instrument that measures the speed and force of the wind.	– Create a simple weather diary. – Write and/or draw a picture of the weather before school and after school.
<u>Technologies (Food and Textile Technology)</u> • Demonstrating a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold). • Using a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool. • Investigating a simple problem/challenge which includes given criteria. • Exploring and identifying a range of ideas to solve a challenge/problem. • Assessing a solution against original criteria. Key vocabulary: Hygiene – the practice of keeping clean to stay healthy and prevent disease. Textile – cloth made by weaving or knitting.	<u>Technologies (Food and Textile Technology)</u> - Have fun making French crepes or madeleines using these recipes: - https://www.bbc.co.uk/bitesize/topics/zthttrd/articles/z49br2p#z9kgcmn - https://www.bbc.co.uk/bitesize/topics/zthttrd/articles/z8w98hv