

Monday 11th January- *We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.*

Learning intentions: I am learning to read words with selected sounds.

Success criteria:

- * identify sounds.
- * read sounds in a word.

Literacy: Happy New Year P1! New year is a time to think about and reflect on the past year. Some people may celebrate their achievements. Some people think about having a fresh start by making changes for the year ahead.

Listening and Talking: Listen to the story 'Happy New Year, Pooh!' 'https://www.youtube.com/watch?v=6w2LOxIh_mM Discuss what you liked about the story and what you perhaps didn't like. Can you talk about a possible target, or resolution for 2021? e.g. I will try to eat a healthy snack every day.

Phonics – We are going to be revising your sound knowledge. Practise each of the letter sounds. Can you remember the action?

Medium: Build and blend simple CVC words using letters if you have them

<https://www.youtube.com/watch?v=U2HYM9VXz9k>

Hot: You could build the words by writing them in different rainbow colours.

Spicy: Try writing your CVC words in a simple sentence. Can you add any of your tricky words that you know?

Handwriting – We're going to practise groups of letters that have a similar formation. The first group of letters are a, d, o and g.

Select one or two to practise. <http://www.ictgames.com/mobilePage/skyWriter/index.html> (select cursive)



Learning intentions: I can recognise and form numbers correctly.

Success criteria:

- *take my time writing each number.
- *check my number is the correct way round.

Numeracy Warm Up: Counting Temporal Sequences

Practice counting by tracking the sounds you here in the audio clip called 'temporal counting'. This audio clip can be found in the 'Files' folder along with this plan.

Maths – Number recognition and formation

We will begin working with the provided workbooks from tomorrow, for today we will look at ensuring learners are forming and recognising numbers correctly.

Formation - Ask your child to write numbers independently, identifying numbers they may need more practice forming. At this stage, children often write numbers in their reverse form therefore it is important to continuously practice these numbers. In the packs provided home, you will find rhymes to help with number formation. We will upload this document to the resources on Teams.

Number recognition - [Click here to practice](#). The numbers of this game can be adapted to a suitable challenge.

Learning intention: I am learning to create a model.

Success criteria:

- *Select appropriate materials
- * Problem solving.
- * Test my model.

Across the Curriculum : STEAM (Science, Technology, Engineering, Art and Maths)

Design a model – Create a container to protect an egg if you drop it. If you don't have eggs, you could protect something else.

You could use junk materials, recycling, playdough, sellotape and glue etc to produce results. Think carefully about the materials chosen, the size of your egg and how you are planning to protect it. If possible, test your creation and evaluate the effectiveness of your model. Discuss what you could have done differently, what you could do to enhance your model and you could retest it again.



Tuesday 12th January- *We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.*

Learning intentions: I am learning to read and create tricky words.

Success criteria:
* create and read tricky words.

Literacy:

Reading – Create a tricky word graffiti wall. Try and find tricky words in old newspapers and/or magazines if you have any. If not, you could write tricky words in a creative way to make it look like a graffiti wall. These are the words we have covered so far: **I, to, me, his, was, saw, the, he, is, put, want, no**. Remember these are the words you cannot sound out. Create a tricky word 'Pooh Bear' Hunt linked to the story yesterday. Can you draw a simple bear shape, write on a tricky word and hide it for a family member to find around the house or garden? Try to make and find as many as you can.
Medium - An adult could help you write the tricky words.
Hot - Write the tricky word yourself.
Spicy- When you have found the word, can you say a sentence or more containing the word?
When each tricky word is found, can you read them?



Learning intentions: I am learning about tally marks and how to use them.

Success criteria:
*count the items carefully by touching each one.
*use tally marks to record each item .

Numeracy Warm Up: Saying Number Sequences

Choose one of the activities below to practise counting from different numbers

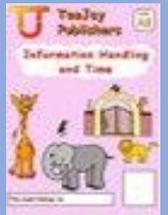
Medium: Start from 1 count to 3, starting from 5 count to 7, starting from 9 count to 11, starting from 12 count to 14 (count in the range 1-20)

Hot: Starting from 3 count to 6, starting from 9 count to 12, starting from 17 count to 19 etc. (continue counting sequences in the range 1-30)

Spicy: Starting from 44 count to 52, from 65 count to 73, from 88 count to 96 etc. (continue within 30-100 and beyond if appropriate)

Maths - Information Handling – Tally Marks

This week we begin a new topic in maths, Information Handling. We will begin by introducing tally marks which are used to help count a collection of items. At this stage, we will look at the single strokes (without collecting them in groups of 5 – however learners may have a go at this if a challenge is needed). Add the number and tally marks to the collection of penguins, on the following page match the tally marks to the correct set of bananas. **Please complete page 2 and 3 of Maths workbook**



Learning intention: I am learning to follow instructions and have the correct technique.

Success criteria:
* to stay focussed and follow instructions to develop technique.
*to follow simple cues e.g. stopping and starting.

Across the Curriculum : Physical Education

Complete a Joe Wick's workout. Keep fit by following one of his 'classroom workouts'.

This link will take you to his YouTube channel: <https://www.youtube.com/user/thebodycoach1/videos>

Challenge = Can you work with your family to create your own workout?

Look at the next slide to see a list of animal exercises and explanations of how to safely carry them out.

Select 5 exercises and use an interval timer. Carry out each exercise, in any order, for 30 seconds, then give yourself a 30 seconds rest. Repeat again, if you have the energy!



- **Challenge** = Can you work with your family to create your own workout?
- Select 5 animal exercises and sequence them in your chosen order.
- Set an interval timer. Carry out each exercise for 40 seconds, then give yourself a 20 seconds rest. Repeat again if you can!



FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Wednesday 13th January- We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.

Learning intentions: I can identify rhyming words in a story read to me.

Success criteria:
*know what rhyming words are.
*identify pairs of rhyming words from the story.

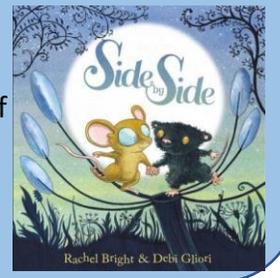
Learning intentions: I can use tally marks to count items.

Success criteria:
*Count each item out carefully.
*form numbers carefully.

Learning intentions: I am learning about kindness.

Success criteria:
* discuss examples of behaviour that is kind and unkind.
* can recognise kind behaviour by creating my own bucket.

Literacy: Handwriting – We're going to practise groups of letters that have a similar formation. The first group of letters are a, d, o and g. Select one or two to practise. <http://www.ictgames.com/mobilePage/skyWriter/index.html> (select cursive)
Listen to Ms Hunter read a story called 'Side by Side' by Rachel Bright and Debi Gliori. <https://www.youtube.com/watch?v=TPyU1p93t8s&feature=youtu.be> Did you notice anything about the story? Did you hear any rhyming words. Listen to the story again and this time try to identify pairs of rhyming words? e.g. wood/stood, small/tall. How many sets can you identify?
Medium – Try to identify 4 pairs of rhyming words, Hot – Try to find 5 pairs of rhyming words, Spicy – Try to find 6 or more pairs of rhyming words. You could get someone in your household to write the words on small pieces of paper, mix them up, turn them face down and play a pairs game with them e.g. turn over two cards and if they rhyme you get to keep them, if not return and continue. Play until all the pairs have been found. Who found the most pairs?
Draw a picture of you and your friend(s) doing something that you are looking forward to doing when you see each other again.



Numeracy Warm Up: Doubles Number Facts
Medium: Making double patterns on your fingers. Put your hands out in front. Make two on your right hand. Make two on your left hand. How many altogether? Say after me – 2 add 2 makes 4. Repeat this activity for other doubles to 5.
Hot: Bunny ears doubles. Put your hands on your head. Show me double 3 and then say the answer, show me double 4 and say the answer. Continue this for all the double facts to 5. How quickly can you show the answer using your fingers?
Spicy: Practise learning double facts from 6 to 10 e.g. $6+6=$, $7+7=$, $8+8=$, $9+9=$. Use the song to help you learn the sums [click here to listen to the song](#)
Maths - Information Handling – Tally Marks (pg 4 of workbook and challenge task on next slide)
Continuing to work with tally marks, the next page in the workbook develops skills used yesterday. Use the picture at the top of the page to count how many of each item, write both the number and tally marks. You may wish to discuss grouping tally marks at this stage.
Complete pg 4 (and challenge task)



Across the Curriculum : HWB (Health and Well-Being)
Listen to the story "Have you filled your bucket today?" by following this link - <https://www.youtube.com/watch?v=3EuemNAo6XE>
Discuss the story with a member of your household. How can we fill our friend's bucket? What can we do to be kind? Discuss examples of bucket fillers (actions of kindness), and bucket tippers (actions that are unkind).
Challenge – You could create your own bucket, by using a paper cup and decorate it with stickers, glitters or paint. Attach a pipe cleaner or to make a handle, and you will have created your very own bucket! Fill your bucket throughout the day to recognise kind behaviour!



Wednesday- Maths Additional Challenge Activity

Miss McKenna has been counting some colours she can see in the kitchen:

Orange - I I I I I

Red - I I

Green - I I I I

How many of each colour has she found?

Your turn!

Can you find a place in your house to count using tally marks? Maybe you could look out a window or use some lego pieces!

We would like you to find at least 3 colours and count them using tally marks and add the tally marks together before you finish.

*** Keep hold of the tally marks to use them later in the week!***



You could repeat this activity outside the house! For example, look for animals, cars and people.

Thursday 14th January- *We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.*

Learning intentions: I can make a new year's resolution/target for myself.

Success criteria:
*can say what a new year's resolution/target is.
*can make a new year's resolution/target for myself.
*with support, can complete the sentence . . 'My new year's resolution is' or 'My target is . . '

Learning intentions: I am learning about picture graphs and using number to complete them.

Success criteria:
*count pictures in the graph carefully.
*add pictures to the graph in the correct place.

Learning intention: I am learning to re-enact a story.

Success criteria:
* communicate events by using body movement.
* communicate events by using facial expressions.

Literacy: Writing – New Year's Resolution/Target

Listen to this story about Squirrel learning what a new year's resolution is and thinking about how to make one. <https://www.youtube.com/watch?v=vE8fwsgm6c8>



Think of all the things you have learned during primary one so far. What a lot of amazing achievements! What would you like to work on now? e.g. finger spacing between words, cursive handwriting, number formation, adding etc. And/or is there something at home you'd like to improve on? e.g. tidying up, making your bed, setting the table etc.

Medium- At school, we often write the beginning of the sentence 'My new year's resolution is' or 'My target is' in yellow and the children write over it. You could try to copy the rest of your resolution if someone at home could write it for you or they could scribe it for you.

Hot – Try to copy the sentence starter 'My new year's resolution is' or 'My target is' and see if you can copy the rest of your resolution if someone at home could write it out for you.

Spicy – Copy and try to complete the sentence 'My new year's resolution is' or 'My target is'. Try to sound out the words you would like to use.

Numeracy: More doubles Number Facts

Medium: Bunny ears doubles. Put your hands on your head. Make two on your right hand. Make two on your left hand. How many altogether? Take your hands down and take a look, repeat after me "2+2 makes 4" ' Repeat the same process for doubles up to 5.

Hot: Doubles plus one. Put your hands on your head. Show me double 2 on your fingers. What does 2 and 2 make? Put up one more finger on one hand. How many do you have now? 5. repeat for the other doubles to 5 e.g. double 3 +1, double 4 +1 etc.

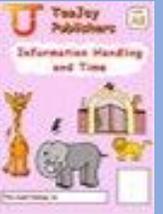
Spicy: Missing Part Doubles. Can you find the missing numbers to solve the doubles sums on the next page?

Maths - Information Handling

Today begin looking at picture graphs. These graphs are used to display collected data using pictures or images. Picture Graph pg 5 and 6

Pg 5 – How many different pieces of fruit are there? This page also asks the learner to add some fruits to the graph. When adding different amounts learners may need aids to help them e.g. using fingers and hands.

Pg 6 – Using the main picture, can you complete the picture graph using the information collected?



Across the Curriculum : Literacy and Drama.

Choose a traditional fairytale story from home or look up a story online. Re-enact the main scenes from your chosen fairy-tale by sequencing the events. Read each page of the story and act out what is happening in the plot. You could use materials, such as clothes or recycled junk to create characters or a scene from your story. Communicate ideas and feelings by using movement, through body language, gestures and actions. Use facial expressions to show emotions for example happy, sad, angry or scared.

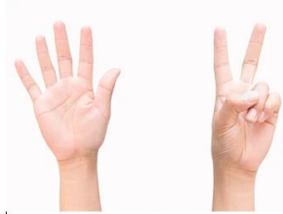
Challenge – Be creative! Can you choose a different ending to your story? Can you change the role of the characters? Play Guess Who, by acting out a character and a family can guess who you are!



Spicy Numeracy Challenge: Missing Part Doubles Sums



$$+ \underline{\quad} = 8$$



$$+ \underline{\quad} = 14$$



$$+ \text{3} = \underline{\quad}$$



$$+ \underline{\quad} = 18$$



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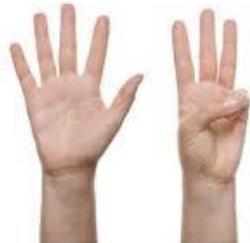
$$+ \underline{\quad} = 12$$

$$10 + 10 = \underline{\quad}$$



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$$+ \text{5} = \underline{\quad}$$



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$$8 + 8 = \underline{\quad}$$

$$6 + 6 = \underline{\quad}$$

Friday 15th January - We hope this finds you all well and that you will find these suggestions helpful. Please feel free to adapt or extend as you see fit.

Learning intentions: I can use my sound knowledge to spell cvc words.

Success criteria:
 Medium – sound out cvc words.
 Hot – write cvc words.
 Spicy – write cvc within a sentence.

Literacy: Reading – Read a book of your choice for 10-15 minutes.

Listening and Talking – Talk to an adult or sibling about the following questions:
 What did you like about the story? What did you not enjoy?

What questions do you have about this story? Does this story remind you of anything that's happened to you?

Handwriting – We're going to practise groups of letters that have a similar formation. The first group of letters are a, d, o and g. <http://www.ictgames.com/mobilePage/skyWriter/index.html> (select cursive) Write 'a dog'.

Spelling dictation – see the grid. You could use letters to build (if you have them) or say the sounds for Medium, write for Hot and write the sentence(s) read out to you if you choose Spicy.

Medium	Hot	Spicy
tap	tar	He was at the rock.
pin	bed	
met	get	She can go to the hut.
dot	fog	
sun	lock	
	jug	

Learning intentions: I can use a picture graph to read information and create my own picture graph.

Success criteria:
 *understand what each part of the graph means.
 *add information in the correct place to complete the graph.

Numeracy Warm Up: Number Recognition

Practise recognising numbers by playing the game 'Blast Off'. Choose the 'find a number' option and try recognising numbers to 30. If you want a spicier challenge then choose numbers 30-99. Click on this link to access the game <https://www.topmarks.co.uk/learning-to-count/blast-off>



Maths – Information handling - Picture graphs

Continue with the final picture graph pages (pg 7 and 8) which asks learners to complete a graph and asks for them to retrieve information from a picture graph.

Looking for another challenge? Can you create your own picture graph using the tally mark you collected from your investigation earlier in the week? See the next slide for a super dooper challenge.

Learning intentions: I am learning to use loose parts to create a self-portrait.

Success criteria:
 * arrange lose parts accordingly to make a self-portrait.
 *choose appropriate materials which represent eyes, nose and hair etc.

Across the curriculum – Art and Design/HWB

Transient art is a creative art piece which is not fixed. You can make changes at any stage and can choose any materials you wish. Create a self-portrait using any loose parts that available to you in your home, in your garden, or even collected on your daily exercise. Examples of these include: shells, pine cones, buttons, leaves, pebbles, sticks and wool etc. Be creative – you can choose anything you like! Spend time choosing your loose parts effectively. Consider the size and shape of them and select appropriate materials to create your facial features e.g. eyes, nose and hair. Using a mirror may be helpful! You can spend a considerable amount of time moving materials here and there to create your fantastic self-portrait!



Friday - Maths Additional Challenge Activity

Miss McKenna counted these colours in her kitchen on Wednesday.

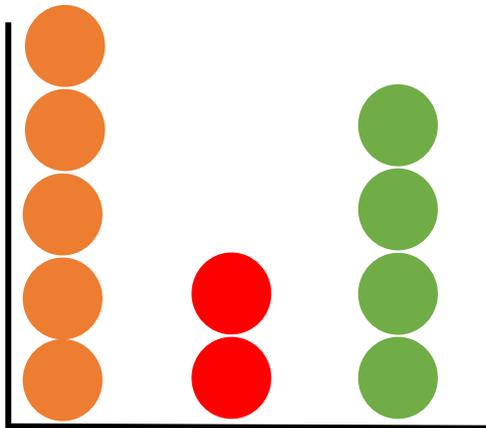
Orange - ||||| Red - || Green - ||||

She added all her tally marks up:

Orange - 5 Red - 2 Green - 4

Using this information, she created this picture graph.

Colours in the kitchen



Super spicy challenge!

Can you use the tally marks that you collected to create your own picture graph?