

Monday 18th 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 'sh' digraph
* read words with 'sh' digraph

New Oxford Owl log in
P1A & P1C: P1ap1c 2021rocks
P1B: P1BBPS 2020stars

Learning intentions: I am learning to count backwards.

I am learning the days of the week.

Success criteria:
*to identify what numbers come before.

* to sequence the days of the week correctly.

Learning intention: I am learning to understand that I am unique.

Success criteria:
* to identify what makes me unique by discussing my appearance, background and what I like.

Literacy:

Phonics: This week we are learning the digraph 'sh'. A digraph is where 2 sounds together make a separate sound. Listen to the Jolly phonics 'sh' song like we would in class. [JOLLY PHONICS sh song from Read Australia Having FUN with phonics - Bing video](https://www.youtube.com/watch?v=GCA50-gfGEE) You can sing along at home! Please watch the following clip Ms Hunter made to introduce the new sh digraph. <https://youtu.be/GCA50-gfGEE> Watch Mr Crocky Croc and Mrs Howl as they try to find lots of things around the house beginning with the digraph 'sh'. Can you find any around your house? Eg. shoe <https://youtu.be/zEHmOaLWqbk>

Medium – Can you build words beginning with 'sh'

Hot – Try writing words with 'sh' either at the beginning or end of a word. eg shop, ship, cash, bush.

Spicy – Can you write a sentence with a 'sh' word in?

Reading: Please log in to your class site at **Oxford Owl** and read your weekly reading book. This week we are focussing on poetry.

Please note that P1a and P1c have a new login that is the same for each class. [Animal Poems \(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk)

NEW TRICKY WORD : go



Numeracy Warm Up: Counting Backwards

Practice counting backwards, choose one of the activities below (count in the range 1-20, going across a decade number can be challenging e.g. 12 to 8):

Medium: Copy an adult and repeat backwards counting. Start from 3 count to 1, starting from 7 count to 4, starting from 10 count to 6, starting from 14 count to 10 (continue these sequences in the range (20 – 1).

Hot: Starting from 8 count to 5, starting from 14 count to 11, starting from 18 count to 15 etc. (continue counting sequences in the range 30 – 1).

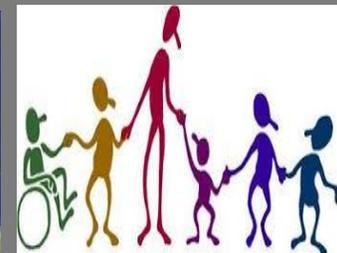
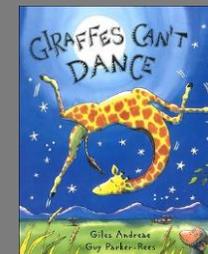
Spicy: Starting from 55 count to 51, from 73 count to 65, from 96 count to 88 etc. (continue within 100 - 30 and beyond if appropriate).

Maths – Days of the Week Listen to the Story 'Hungry Caterpillar' being read by Eric Carle [Click here to listen to the story](#). Listen out for the days of the week, can you remember what the caterpillar eats on each day? Challenge question**Can you remember what order the days come in?

-Complete page 9 and 10 in the Information Handling and Time workbook. On page 9 practice writing the days of the week. Remember each one begins with a capital letter. On page 10 put the days of the week in order. If you need help to remember the order [Click here for the days of the week song](#)

Across the Curriculum : Individual Differences (HWB Health & Well-being)

We are learning about how we are all individual and unique in our own way. Watch Miss Whitehead's HWB lesson video which will explain this further. For this lesson you will need your listening ears, a teddy and a mirror. She will begin by reading the story 'Giraffes Can't Dance' and will discuss the theme of the book. She will then explain what the word unique means. What makes us unique? Our appearance, our background and our hobbies/ likes. Miss Whitehead will describe her appearance, she will share her background and hobbies/likes with you. You will then have a turn! At the end of the lesson you will be asked to 'tell Teddy' what makes you unique!



Tuesday 19th 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 recite a Scot's Poem.

Success criteria:
* clear and loud voice
* expression and accent
* accompanying actions

Literacy: Listening and Talking - For Scot's week (which is next week), we would like you to try and learn the Scot's poem – 'My Doggie'. Please see the poem attached. We would normally perform this in class so instead we would like you to upload a video recital if you can or a photo. We have made a wee video for you to help – you may recognise the wee doggie Coco!
<https://youtu.be/tp3n3sUe628> Practise saying the poem out loud to your family as much as you can. Accompanying actions, clarity and accent would be fantastic! Good luck. You have two weeks for this assignment. Have fun!

Medium – Practise saying your poem out loud.

Hot – Can you remember your poem without words?

Spicy– Can you add expression and maybe some actions to go with the words?



This assignment will be open for two weeks.



Handwriting – We're going to practise groups of letters that have a similar formation. The next group of letters are c, e, o and s. Select one or two to practise. <http://www.ictgames.com/mobilePage/skyWriter/index.html> (select cursive)

Learning intentions: I am learning to tell the time on an analogue clock.

Success criteria: I can
*say which clock hand means minutes and which means hours.
*read o'clock times on an analogue clock.

Numeracy Warm Up: Addition [Click here for an interactive resource to help with this activity.](#)

Medium: Making patterns on your fingers. Put your hands out in front. Make 2 on your right hand and 3 on your left hand. How many altogether? Children may see their fingers at this stage. Repeat this activity for patterns equalling a total of 10.

Hot: Bunny ears. Put your hands on your head. Show me 3 on one hand and 2 on the other. How many all together without looking? Encourage only to look when checking their answer.

Spicy: Show child 10 on your fingers. Ask them to show 3 of their fingers (as bunny ears). How many altogether? What does 10 and 3 make? Repeat pattern up to 20.

Maths – Telling the time using an analogue clock. Watch Miss Mcllwain's video about telling the time in the Classroom Channel. You can also listen to this song to learn more about an analogue clock [Analogue Clock Song](#). Complete page 11 in your maths workbook. On this page in the first activity, you need to read the times on the clock faces and write them down. In the second activity, draw the clock hands in the correct place.

Learning intention: I am learning about Scotland.

Success criteria:
* identify Scotland on a map.
* discuss what I know about the country.

Across the Curriculum : Social studies

In preparation for 'Scots week' we are learning to recognise Scotland on a map and discuss what we know about country. Please click on the bitesize link to watch a video identifying Scotland, Ireland, England and Wales on a map of the UK. It also describes the capital cities for each country too. Once you have finished viewing, there are labelling games for the countries and capitals of the UK for you to play. <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw>

Challenge – Please find maps on the next slide. Medium: Can you colour in the map of Scotland to show the land and sea?

Hot: Choose 4 colours and colour in the UK map by showing Scotland, England, Wales and Ireland. Spicy: Can you label the UK countries by writing their names? Please note: If you can't print then you could point/explain or ask an adult to help you make a rough outline.



Medium: Can you colour in the map of Scotland to show the land and sea?



Hot: Choose 4 colours and colour in the UK map by showing Scotland, England, Wales and Ireland. Spicy: Can you label the UK countries by writing their names?



My Doggie

My wee doggie
does lots of tricks,
Fetches the paper,
Brings back sticks.
Chases aw the craws,
That steal the hen's feed,
Lowps through a gird,
kids he's deid.
Sits on his hunkers,
Gies a paw,
Then he gets a bane to gnaw

P1 Scots Poem to learn.....



Wednesday 20th 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 show my understanding of the story.

Success criteria:
*Medium – answer questions.
*Hot – Retell the story – the beginning, middle and end.
*Spicy – As Hot and ask relevant questions about the story.

Literacy: Reading – Listen to Ms Hunter reading the fairytale 'The Elves and the Shoemaker'.

https://youtu.be/kXlil1v_F8U

A fairytale is a story about magical and imaginary beings and lands.

Medium – Answer these questions - Who was helping the Shoemaker? What were they doing to help the Shoemaker?

Why do you think they were helping the Shoemaker?

Hot - Try to jump from spot to spot and talk about each part of the story (see picture). Where is it set?

Who is in the story? What happened? Beginning? Middle? End of the story?

Spicy – As Hot and ask your own questions about the story. You could record yourself asking them.

Extra task - The Shoemaker thought the elves were kind for helping. What did the Shoemaker do to say 'Thank you'?

Can you think of something kind that someone has done for you recently? Can you think of a way to say 'Thank you'?

Maybe draw them a picture of something they like and write 'Thank you for . . .'



Learning intentions: I can take a smaller number away from a bigger number.

Success criteria:
*Use fingers to track numbers.
*Count how many are left.

Numeracy: Subtraction ([Click here for an interactive game to help with this activity](#))

Choose one activity below, tomorrow we hope you can progress to the next challenge level.

Medium: Put one hand out in front. Show me 5 fingers. Put down 3 fingers. How many left? (Continue this process 5-0)

Hot: Put both hands out in front. Show me 10 fingers. Put down 2 fingers. How many left? (Continue within 10-0)

Spicy: Put both hands out but hide them (under table/on head). Show 10 fingers. Put down 4. How many left? (Continue within 10-0).

Maths: Telling the time using an analogue clock

Watch the o'clock video can you guess what time it is – try and say it out loud before the clip tells you the answer. [What time is it?](#)

Complete page 12 'Feeding Times' in your maths workbook. You need to read the clock to work out when the animals are being fed and complete the clocks using the hour and minutes hand to make the opening and closing time for the zoo.

Challenge task: Can you work out the feeding times for the animals by counting the hour before or after on the slide below.



Learning intentions: I am learning to know how to make playdough.

Success criteria:
* follow instructions.
* measure the ingredients.
* mix everything together and mould together.

Across the Curriculum : Maths and HWB (Health and Well-Being)

Create your own playdough for using at home! Playdough play is fantastic for developing fine motor skills, which increases strength and dexterity in hands and fingers. Not only does it provide physical development which is crucial for writing and drawing, it also promotes creativity, social skills and relaxation. Watch Miss Whitehead's video for a list of ingredients and instructions on how to make your playdough! In preparation you will need: flour, table salt, cream of tarter, oil and water.

You can add food colouring if you wish! When you have made you playdough, there are endless fun activities for you to do!

You could create tricky words, numbers or a model of your family? If you like music, follow this link to take part in dough

disco which is lots of fun! <https://www.youtube.com/watch?v=BOLR3pQt8zg>



Feeding time at Edinburgh Zoo



The Banteng is fed **1 hour after** the time on the clock.
When is he fed? _____ o'clock



The poisoned arrow frogs are fed **1 hour before** the time on the clock.
When are they fed? _____ o'clock



The porcupine is fed **2 hours after** the time on the clock.
When is she fed? _____ o'clock



Thursday 21st 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 write about what would happen if I wore magic shoes.

Success criteria:
Medium- Copy the sentence starter 'My magic shoes'.
Hot- Copy the sentence starter and try to write cvc/tricky words.
Spicy- Write a sentence or more.

Learning intentions: I am learning to tell the time on a digital clock.

Success criteria:
* remember how to read an analogue clock.
* I can read the hour number on a digital clock.

Learning intention: I am learning to create a model of a shoe.

Success criteria:
* choose appropriate materials.
* design a shoe that would fit an elf by considering size and shape.

Literacy: Writing – Yesterday Ms Hunter shared the fairytale, 'The Elves and the Shoemaker'.

Today, we'd like you to think about having a magical pair of shoes. Can you draw them then imagine all the things you could do in your magical shoes? Here's Ms Hunter's video demonstrating this activity - <https://youtu.be/fz171fcNycl>
Medium- At school, we often write the beginning of the sentence 'My magic shoes . .' in yellow and the children write over it. If someone at home could write it for you then you could copy it or they could scribe it for you.

Hot – Try to copy the sentence starter 'My magic shoes . .' and see if you can copy the rest of your story if someone at home could write it out for you. You could try to write any cvc or tricky words we've learned e.g. My magic shoes took **me to the top** of a giant rollercoaster. It **was** so much **fun**. The words highlighted are cvc and tricky words the children can try to write themselves. You can use the next slide as a tricky word, wordbank.

Spicy – Copy and try to complete the sentence 'My magic shoes . .' Try to sound out the words you would like to use especially cvc and tricky words.



Numeracy: Subtraction (progression from yesterday) ([Click here for an interactive game to help with this activity](#))

Medium: Put both hands out in front. Show me 10 fingers. Put down 2 fingers. How many left? (Continue within 10-0)

Hot: Put both hands out but hide them (under table/on head). Show 10 fingers. Put down 4. How many left? (Continue within 10-0).

Spicy: Challenge A activity on the next slide. Copy and complete the sums.

SUPER Spicy: Challenge B activity on the next slide. Copy and complete the sums.

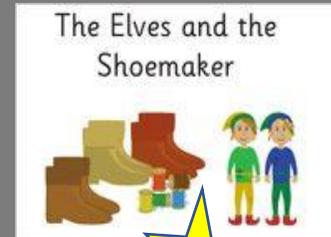
Maths: Telling the time using a digital clock

You have been learning to tell the time using an analogue clock. There is another type of clock called a digital clock. Watch the video link to hear a song about the digital clock! [Digital Clock Song](#) Can you identify digital clocks around your house?

Complete pages 13 and 14 on Digital Time in your maths workbook. In these pages you need to be able to read the o'clock time and the digital time and match the times that are the same. Watch Miss McIlwain's clips on digital time in the Classroom Channel to help you with this activity.

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

Can you create shoes for the elves that helped the shoemaker? Be creative! Think carefully about what materials you would like to use. You could create a template, a plan or a model. What sort of shoes will you make? Trainers, boots, ballet shoes or even clogs? To make your shoes, you could use junk materials, recycling, playdough, string, pipe cleaners sellotape and glue etc. Think carefully about the size of your shoes. It needs to fit an elf, so it needs to be smaller than a human shoe! You could use a teddy bear or doll to measure the correct size. Decorate your shoes to the style you think an elf would like! Present your shoes to a member of your household. Explain to them why you chose your materials and what made you choose this style of shoe!



Tricky words

put

me

is

was

to

his

want

I

was

saw

the

he

no

Spicy Numeracy Challenge: Subtraction Activities

A

$$7 - \text{[hand showing 4]} = \underline{\quad}$$

$$\text{[hand showing 3]} \text{ [hand showing 3]} - 2 = \underline{\quad}$$

$$\text{[hand showing 5]} \text{ [hand showing 1]} - \text{[hand showing 4]} = \underline{\quad}$$

$$\text{[hand showing 5]} \text{ [hand showing 3]} - \text{[hand showing 4]} = \underline{\quad}$$

B

$$20 - \text{[hand showing 5]} \text{ [hand showing 2]} = \underline{\quad}$$

$$14 - \text{[hand showing 5]} \text{ [hand showing 4]} = \underline{\quad}$$

$$11 - 5 = \underline{\quad}$$

$$19 - 6 = \underline{\quad}$$

$$21 - 3 = \underline{\quad}$$

Friday 25th 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 sh words and/or cvc words.

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

Learning intentions: I am learning to read analogue and digital time.

Success criteria:
 *Read the time on an analogue and digital clock
 *Record the time on different types of clock face

Learning intentions: I am learning to complete an obstacle course.

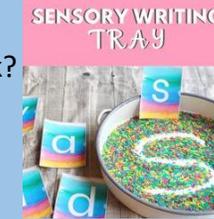
Success criteria:
 * create an obstacle course by using a variety of objects.
 *complete the course by visiting every station.

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

Listening and Talking – Who are the main characters? What happens in the story? How does it end? What do you think of the story? Can you design a new front cover for the book? You could share a picture of your book and your new front cover design on our Show and Tell channel.

Handwriting – Practise writing cursive c, e, o and s. You could create a tray with beads, sugar, salt or something similar and use a paintbrush, your finger or something similar to create the letters.

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
pat	shop	Ben ran to the shop.
nip	shut	
set	rash	Ted hid in the shed.
top	dish	
nut		

Numeracy: Numeracy games – put your skills to practice

[Addition to 10](#)

[Addition and Subtraction - Number bonds](#) (adapt to suit challenge)

Maths– Time

Listen to the story 'Clocks and More Clocks' by Pat Hutchins [Listen to the story here](#) What types of clock does Mr Higgins have? Why does Mr Higgins find the clocks have different times on them when he goes to read them? Which type of clock did Mr Higgins find was the best one to use?

Today use your time skills you have learnt this week to complete page 15 of your maths booklet. You need to be able to read o'clock times on an analogue clock, be able to write in the number to complete the o'clock time and draw in the clock hands and numbers to complete the digital and o'clock times.

Across the curriculum – Indoor Obstacle Course (Physical Education)

Can you set up an indoor obstacle course by using objects from your house? Focus on creating stations that practice physical education skills e.g. throwing, balancing, travelling, and coordination. You could use a furniture such as tables and chairs to create walls or bridges to crawl under.

You could use mats as markers to jump on or run in between. You could use skipping rope to hang or jump over or under.

If you would like more ideas, please click on the link to view the video https://www.youtube.com/watch?v=ICyBkNht_j8.

Medium – complete the course by visiting every station. Hot – complete the course 2 or 3 times. Spicy – Can you make it a competition?

Compete with a member of your family by timing how long it takes for you both to complete the course. Whoever has the fastest time wins! Remember, be safe and stay aware of your movements. Ask an adult to help you, especially when moving furniture!

