



Roseburn Primary - P1 HOME LEARNING GRID – 25th May 2020

This School Closure Home Learning Grid will support learning for 1 week and will be supplemented with additional resources, as appropriate. Please note this is only guidance and should be adapted/ completed as appropriate to your home family circumstances. The children are invited to share their activities, via Online Journals or Teams.

Maths: Numeracy

Intended learning:

We are learning to describe and organise equal groups.

Practise these number songs to help with grouping activities:

[Counting by 2s](#)

[Counting by 5s](#)

[Counting by 10s](#)

Clickview video:

[Sharing and Grouping Introduction](#)

➤ Sharing

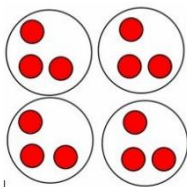
Lay out 10 counters.

Ask your child to share the counters equally between 5 plates. How many counters are on each plate?

➤ Grouping

Lay out 8 counters.

Ask your child to make groups of 4. How many groups are there?



Maths: Measurement

Intended learning:

We are learning to estimate, then measure, the mass and capacity of familiar objects using a range of appropriate **non-standard units**.

Try activities that encourage your child to compare and describe mass and capacities using everyday language (heavier, more and less etc.) For example:

- Choose 3 tins, packets or boxes and find where the weight is written on them. Line them up in order by looking at their weight.
- Choose 3 containers. Take a cup or a yoghurt pot and find out how many scoops it takes to fill each container. Line your containers up in order from smallest to largest.
- Can you fill some cups so one is half full, one is less than half full and the other is full?

Balance scale problem solving Topmarks Game:

[Happy Camel](#)

Literacy: Phonics & Handwriting

Intended learning:

We are learning the **oa** sound this week.



We will focus on two different graphemes: **oa** and **ow**.

[P1 Vowel Digraphs Book](#)

Our tricky words for the week are: **many** and **would**.

In handwriting, we will practise the letter – **v**.

[P1 Initial Sounds Book](#)

Literacy: Reading

Intended learning:

We are learning to read with attention to simple punctuation.

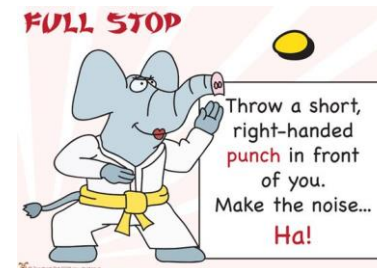
Use these videos to remind you of when we use a capital letter and full stop.

[Hip Hop Granny](#)

[Capital Letters and Full Stops Song](#)

[Scratch Garden](#)

This week, when you are reading and you spot a full stop, try to stop for a moment. You could even use the full stop signal we practised in class. You will notice that after every full stop, the next letter is always a capital.





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Literacy: Writing

Intended learning:

We are learning to compose a few sentences.

This week we would like you to draw a picture of you with something you like to touch. Mrs Thirgood likes the feeling of soft, fluffy towels, Mrs Denvir likes smooth, polished pebbles and Miss White likes dry sand running through her hands at the beach!

In your writing you can tell us what you like and what it feels like?



Literacy: Listening and Talking

Intended learning:

We are learning to gather information through listening and asking questions.

Here is an activity based on the sense of touch:

Touch and Feel Bags

You will need: A selection of objects with a variety of textures to put inside non-see through bags or boxes, e.g. cotton wool, feather, sponge, marble, rubber, keys, brillo pad, pebble, hair brush, etc.

Ask an adult to put object into the bags / boxes then take turns to put your hand in to feel inside. Can you guess what the object is?



Practise communicating information by having your family guess the object from your description, e.g. 'It is soft and fluffy' or 'it is round and smooth.'

Listen carefully to the descriptive clues someone else gives you. Can you guess the item?

Modern Language: French

Intended learning:

We are learning to say basic French greetings. I can say my name in French.

[French Greeting Song](#)

[Basic French: Ratounet sings "je m'appelle"](#)



Health & Wellbeing - Resilience

Intended learning:

I know that it is OK to experience disappointment, difficulties and loss and that some things cannot get better or be fixed.

Sometimes when we are feeling sad, it can help to share our feelings with others. They might be feeling the same as us.

It is also important to start addressing the subject of loss and grief from an early age to avoid these subjects becoming a taboo. By talking about it in an abstract way, using stories, we can begin to build strategies for coping. Listen to the story [The Memory Tree](#) and think about how the animals deal with the loss of their friend, fox.





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Topic: The 5 Senses

Intended learning:

We are learning about the sense of touch.

An Introduction:

[BBC Bitesize: Touch](#)

Texture Scavenger Hunt

Make a list of all the texture words you can think of, e.g. rough, smooth, prickly, sticky, bumpy, etc. Find items that match your touch descriptions.

What was the most interesting thing that you found? Was there anything you really liked or did not like the feel of?



Textured Fingered Paint

You need: A selection of washable paints, small pots to mix in or a muffin tin, spoons/brushes to mix, paper and a selection of ingredients to mix in, e.g. sand, rice, oats, sugar, salt, flour, desiccated coconut.

Mix up your textured paint by adding some ingredients to each colour. Use your hands and fingers to then apply the paint to paper to make interesting pictures. Describe how it feels in your fingers as you add the paint. Once your painting is dry, touch it to feel the textures again.



Expressive Arts: Art

Intended learning:

We are learning to tear, cut and roll paper.

If you touch a piece of paper, it will probably feel very smooth. Your challenge today is to create lots of new textures from paper!

1. You will need two pieces of A4 white paper (or similar). One is for the background.
2. Take one piece and fold it in half three times. This will give you eight sections. Cut these up so that you have eight small pieces of paper.
3. The paper will still feel smooth. What can you do to it to change the texture? Explore different ways of tearing, cutting and rolling. Can you find new ways to change the texture of the paper?
4. If you can, stick your new textures onto the background sheet.



Health & Wellbeing- PE

Intended learning:

We are learning to complete different types of jumps.

1. **Star Jump** - Make sure your arms and legs go out towards your side, making a star shape as you jump.
2. **Straight Jump** - Keep your arms by your side and your legs together as you jump.
3. **Tuck Jump** - Jump really high and clasp your knees as you bring them up to your chest.
4. **Landing** - With all these jumps, make sure you bend your knees and relax your body so you can land safely.



Twinkle, Twinkle

As you say the nursery rhyme 'Twinkle, Twinkle, Little Star', complete a star jump every time you say the words 'star' and 'sky'. Can you manage to say the rhyme and complete the jumps correctly?

Get Your Knees up!

Start by completing lots of straight jumps. When your partner shouts 'Get your knees up!' try to do a tuck jump. How high can you get your knees?

Something Fun - You chose:

Surprise us!

Cook.....Create.....Try.....
Draw.....Explore.....Build
.....or something else!

You choose!



[Touch activity](#)

[Sensory Walk Ideas](#)

[Senses Scavenger Hunt](#)

[5 Senses Video](#)

[5 Senses Song](#)

[Horrid Hands](#)

[NHS - How to Wash Your Hands](#)

[Bacteria on Hands](#)