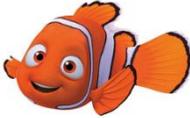


Edinburgh Learns @Home  
Week 2 Home Learning for Primary 1

<p>Literacy and English</p> <p><u>Comprehension</u> - Watch the trailer for Finding Nemo <a href="https://www.youtube.com/watch?v=wZdpNgllbt8">https://www.youtube.com/watch?v=wZdpNgllbt8</a> discuss these questions with an grown up.</p> <p>Why was Nemo's Dad upset?</p> <p>How many different sea creatures did you spot?</p> <p>Do you think Nemo was in danger? Why?</p> <p>Does the trailer make you want to watch the film? Why?</p>	<p>Maths and Numeracy</p> <p><u>Shape 2D and 3D</u></p> <p>Play 'Guess the shape'. Describe a shape, remembering to say how many sides and corners. Can you spot any 2D and 3D shapes around you? What places, animals or objects can you draw using only 2D shapes?</p>	<p>Health and Well Being</p> <p><u>Friendship</u> - Nemo had lots of friends who looked out for him. Draw a picture of all of your friends and talk about the other people in your back up team.</p> 
<p>Literacy and English</p> <p><u>Diagram</u> - Draw a picture of a fish and label its parts</p> <p><b>tail fin head gills</b></p> <p><b>eyes mouth</b></p> <p>Can you find out any other facts about fish?</p>	<p>Maths and Numeracy</p> <p>Practice counting forwards and backwards to 20 stopping and starting at different points. Practice the number before and the number after.</p> <p><a href="https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</a></p>	<p>STEM</p> <p><u>Floating and Sinking</u> – ask an adult to help you fill a basin or bowl with water. Find items around the house and test to see if they float or sink. Make a guess first before you try. This is called an estimate. Were there any surprises?</p>
<p>Literacy and English</p> <p><u>Word-building</u> -How many words can you make with these letters? Use magnetic letters, foam letters or cards with the letter on.</p> <p><b>t a p r i s n e m</b></p> <p><b>map pan sip</b></p>	<p>Maths and Numeracy</p> <p><u>Spotting Numbers</u> – Have a look inside and outside and see how many numbers you can spot. How many numbers you can say? How many can you write?</p> <p>1 2 3 4 5 6 7 8 9 10</p>	<p>Expressive Arts</p> <p><u>Design</u> some plants and animals that you would find under the sea, Cut them out and stick them in a bowl, paper plate or a jar as a home for a fish. Design and make a fish to live in it.</p> 
<p>Literacy and English</p> <p><u>Sentences</u></p> <p>Think of a sentence that contains the words... <b>pin, sat, nip, nap, pan, pat</b>. Say the sentence out loud. Can you make a funny story using some of these words? Eg I <b>sat</b> on the beach and a crab decided to <b>nip</b> my toes.</p>	<p>Maths and Numeracy</p> <p><u>Length</u> -</p> <p>Collect as many objects as you can that are longer than your thumb.</p> <p>Collect as many objects that are shorter than your sock.</p> <p>Which item is the longest? Which is the shortest?</p>	<p>Social Studies</p> <p><u>Keeping Safe on the road</u> – practice with an adult the rules for crossing the road safely. Remember to <b>Stop, Think, Look, Listen!</b></p>



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Literacy and English

Reading - Choose your favourite story and ask a grown up to read it to you. Can you find any tricky words you know? Draw a picture of your favourite character and talk about what you like about them.

Problem Solving

Different Uses Thinking Key



How many different uses can you think of for a goldfish bowl?

Health and Well Being

Scavenger Hunt – Go outside for a walk or to the park and try and collect these items:

**Pine cone, white stone, black stone, bark, fallen apple, piece of wood, fallen leaves, twig, acorn, sycamore key**

## Self-reflection Plenary

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select some self-reflection questions. Look at them by yourself or, even better, discuss them with someone else.



	1	2	3	4	5	6
A	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?	Were there any tasks today that I found too difficult? What made it difficult? Did I give up straight away or keep trying?	Did I estimate correctly how long each task would take? If not did I under estimate or over estimate?	Did I start with the easiest bits of the task or the hardest? Did I work through tasks in a specific order?	Did I try going back to a tricky task later and reading it again? Did it make a difference?	Did any of yesterday's tasks make more sense today now that my brain has had time away from it?
B	Which parts of today's tasks used knowledge I felt confident about remembering?	Which tasks had new learning in them? What did I learn?	Thinking of one of my tasks. Did I understand the concept that I was working on?	Did I find it easy to stay on task today? What helped/hindered this? Is it different depending on the task?	Can I think of ways to improve my motivation for tomorrow?	Do I need to practise anything to make tomorrow's learning easier?
C	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a particular task?	How can I make sure I remember what I learned? What have I done in the past that has worked?	How long do I think I will remember what I learned? How could I check next week, next month?	Am I worried about anything after today's work? What can do if I am worried?