**P1 Learning from home ideas**

**Literacy**

**Syllables**

* Counting out different objects around the room. Make it a fun competition – how many things can you find with 1 syllable in the kitchen, 2 syllables in the living room etc.
* Tap out a range of syllables on your hands – tab – le, foot – ball etc.

**Rhyme**

* Choose an object – ask your child if they can find or think of something that rhymes with that object. E.g – dog - your child says fog or finds a ‘frog’ toy.
* Say a selection of rhyming words and one that is not a rhyming word – can your child determine the one that doesn’t rhyme?

Cat, mat, **ball**, sat

* Rhyme challenge – can you think of 2 more words that rhyme with hen / pig etc
* Try making up some funny rhyme sentences such as “I saw a pig, wearing a wig”, “Humpty Dumpty sat on a ball, Humpty Dumpty had no fear at all”. Take a video of you saying it and post it on dojo.
* Rhyme hunt – Find an object in your home that rhymes with log e.g. – dog teddy. Fish e.g. dish etc
* Recap that rhyming words mean the ending sounds the same

**Sounds**

* **We have covered all sounds and touched on -** sh, th. The ch sound would be good to look at over summer.
* Continue revising over these sounds – what is the sound? What things begin with the sounds \_\_? How many can you find? Revise correct formation of writing these sounds.
* Link a sound to a craft e.g. using the sound s, make a spider or p – post box etc post a picture onto dojo.
* Use different mediums e.g. – chalk, whiteboard, paint, writing in rice, play dough to make the sound and thing beginning with that sound.
* Go on a letter sound hunt. Look around your home or outside and find 3 things beginning with the sound ‘t’
* Charlotte the chef wants to make some silly sound soups. Each soup needs 3 ingredients that start with the same letter, she has already made the “t” sound soup by using “toffee, tomatoes and toast”. Can you think of 3 foods to make the “c” soup? What about the “p” soup? Draw a picture of the ingredients on a piece of paper and send them to your teacher on dojo.
* Zoe the zoo keeper wants to name her animals with the same initial sound as the type of animal. E.g. – Tommy Tiger. Can you think of appropriate names for the animals – lion, snake, panda, monkey, flamingo, gorilla, elephant, zebra. Draw a picture and as your adult or have a go yourself to name what you have drawn.
* Think about the letter sound of your name – how many things can you think of that matches the sound of your name e.g. Amelia – apple, ambulance, acrobat, alligator, ant etc… Adult can count how many you find, write it on a piece of paper and send a picture on dojo.
* Log on to education city and complete the activities linked to sounds.

**Word Building**

* Using the sounds covered above, encourage children to sound out and write simple CVC words e.g. pit – Adult sounds across the word while child writes it down –p…i…t, pit.
* What do you hear at the start? Middle? End?
* Encourage your child to sound out a word – Say a word e.g. map – child says m…a…p. If you change the middle sound to an ‘o’ what word do you have now? M..o..p etc.
* Chose a word and write it at the top of the page

e.g. map change a sound to make new words

 m**o**p

 **t**op

 t**i**p

 ti**n** etc

* How many cvc rhyming words can you find for e.g. cat, dog. Make a list. Remember the ending stays the same so you only need to change the starting sound.

**Handwriting**

* Write a simple sentence. It does not have to be a sensible one e.g. The cat sat on the mat / The jellyfish jumped out of Jack’s jumper.

- ask your child to copy the sentence underneath. You may need to write it in a coloured felt tip for your child to trace over but encourage them to ‘have a go’ first.

**Sentence / Story Writing**

* Choose a topic. It could be weekend news, Mother’s Day, Easter, what they like to play with etc. Draw a picture. Encourage your child to form a sentence to match the picture. Use a story stem E.g. I love my mummy because…

I like to play with my… At Easter I am going to… etc

* Some children may need gentle reassurance or help to sound out words but encourage them to ‘have a go’ and use their knowledge of sounds, keywords and word building.
* If assistance is needed, sound out words but allow opportunities for free writing. It is ok if they have a go but get it wrong, that is how we learn.

**High frequency Words**

* Please continue to recap and identify High Frequency Words – using the ideas from the HFW sheet. If you have misplaced this, we will upload it onto the school website under each class.

**Reading**

* It is important to read to/with your child. Finding a quiet 5-10 minutes when possible. Encourage children to read and identify common words within the book with you.
* Ask questions about the book – what happened at the start, middle, end? What was your favourite part of the story and why? Who is your favourite character? Why? Why is there a speech bubble? Why is this writing in bold/bigger? Etc
* Encourage children to read along with you during bedtime reading, decoding the tricky words while recognising words already covered. It might be best to choose easier books for this.
* Use the links suggested on the website page for “Oxford Owls” and Summer Reading initiative from the Library.

**Numeracy**

**Number**

* Revision of number. Conservation of number, touch counting amounts up to 10.
* Number words
* Number bonds – find all the ways you can make 3 – 10, 10-20

e.g. – 5 – 0,5 5,0 1,4 4,1 2,3 3,2

you can use pasta shapes, toys, lego blocks to help make it more fun and practical. It also gives children a visual. Only use the number of objects you are working with so if you are finding the bonds to 5 only give 5 pasta shapes for example.

* Revise the correct number formations – beginning at the correct starting points, never from the bottom. Correct number reversals. This can be done in a fun way e.g. in a shallow tray of flour, sand, rice – write the numbers in the tray. Get the grown up to ask what number you have done. Take it in turns.
* Become a number detective – where can you find numbers within the home/certain room? How many can you find? What are they? What is the biggest/smallest number?
* Draw 11 simple shapes on a piece of a paper. Number the shapes 0 – 10. Place a toy onto a number shape and ask your child to identify which number you have covered. Take it in turns and allow your child to cover a number for you to guess.
* Taking turns write a number on your child’s back. Can they guess what it is? Get them to do it to you as well.
* Play number bingo using mathematical language – get a page and divide it into 6 boxes – 2 lines down and 1 across – fill the 6 squares with any number from 0 – 10. Once you have finished ask questions to score out a number e.g. this number is the number that comes before 5. If your child has the number 4 they would put an x in the box/score it out. Continue this until someone shouts “BINGO”. Use before, after, in-between, one more than/less than etc.
* Continue revising numbers from 11-20 and challenge thinking and learning even beyond 20.

**Practical number ideas**

Focusing on a particular number e.g. 8..

* Spiders have 8 legs. Make a model spider using playdough, paper or empty packaging. You could use an empty yoghurt pot or section of egg box, or playdough and pipe cleaners. Count the legs carefully as you add them to your model. We would love to see your model spiders!
* Have a look at a reading book. Can you find the page numbers? Can you find page 8? Can you see the number 8 on this page too? Can you trace over the numbers at the bottom of the page? You could try writing the number 8 on your own too.
* There were 10 apples growing on a tree. If 2 fall to the ground, how many would be left on the tree? Draw a picture to help you work out the answer.
* Make a cake with a grown-up. Spread some icing over the top and then for decorations, use some chocolate buttons or small sweets. Can you add 8 decorations on to the top of your cake
* Octopuses are sea creatures. Can you find out why the number 8 is special for an octopus? Draw a picture of an octopus to show what you find out.

**Counting and Ordering Numbers – ideas – can challenge 0-5/10/15/20 etc**

* Write out the numbers 0-10 on some paper or card, cut them up and then ask a grownup to mix the numbers up – don’t peek! Then, see how quickly you can put them into the correct order. You could ask someone to time you and then see if you can get faster when you try again.
* Draw circles on a piece of paper and put different coloured paints in shallow trays. Choose a number between 1 and 20. Dip your finger into paint and add that many petals to one of the circles, making a flower. Count the petals to check how many you have and write that number in the middle of the circle. Choose another number and do the same to another circle on your page. Fill up your page with colourful flowers, each with different amounts of petals.
* Collect 10 leaves from your garden or a local park. Write the numbers 1-10, one on each leaf, using a thick marker pen. Use a hole punch to make a hole in either end of the leaves and then thread them onto a piece of string. Don’t forgot to put them in the correct order! You could then put up your homemade number line in your bedroom to help you remember the order of the numbers.
* Ask an adult to hide the numbers to 10 around your room, house or garden. See if you can find all 10 and place them in order. You could ask someone to tell you a number to find. Can you remember what the number looks like and find it?

**Mental Maths**

* Please continue to play games using the ideas sheet handed out in the home learning folder before Christmas. If you have misplaced this, we will upload it to the website as well.
* Challenge your child’s thinking if you feel 0-10 is too simple. Challenged to 20 or beyond.
* Focus on mathematical languages – before, after, in between, more than, less than. How many more?

**Topic Maths**

* Discuss opposites – how many can you find? I am **up**, you are **down,** I am **happy**, you are  **sad**  *etc.*
* Discuss 3d shapes. Become a shape detective and find different shapes in the room, outside in the garden. What did you find? What shape is it?
* Look at some empty packages and boxes. What shape are they? Can you find a cube, cylinder, cuboid, sphere?
* Use some playdough, blocks, lego etc to make different 3d shapes. What did you make? Explain to your parent the shape and what it is.
* Make a collection of small objects that are 3d shapes e.g. small ball, a toy building brick, a dice, a glue stick etc. Hide the objects in a bag and then put your hand in the bag to feel an object. Describe the shape to an adult – can they guess what shape it is? Do you know what it is? Allow the adult to have a go for you to guess.
* Go on a 3d shape hunt around your house. What 3d shapes can you find? Record how many spheres, cubes, cuboids, cylinders?
* Use some cardboards boxes and packaging to make a 3d shape model – a house, car, robot, castle. Talk to your adult about the different shapes you have used and what they are for / represent. Which shape was easiest to build with? Why do you think this? Take a photo and draw a picture of your model and post it on dojo.

**Find One More or One Less**

* Ask your grown-up to tell you a number. Place this number of raisins or cereal pieces on your plate. If your grown-up says ‘one more’, can you add one more and say the number you have? If your grown-up says ‘one less’, can you eat one then count the number you have left?
* There are 6 frogs on a log. One jumps into the pond. How many frogs are left on the log? Can you draw a picture to show the number of frogs?
* Ask a friend or grown-up to place some small toys in front of them and say how many they have. Can you count out a group of toys that is one more?
* Build a tower with 7 bricks. Can you build two more towers of bricks, one that uses one less than 7 bricks and one that uses one more than 7? Can you put these in an order? What do you notice?
* Ask a grown-up to draw a spotty snake. How many spots does it have? Can you count them? Can you draw a snake that has one less spot?
* Park 5 toy cars in pretend car park. If one car drives away, will there be more or fewer cars? Drive one away and check by counting. Park a different number of cars in the car park and do this again.

**Finds the Total Number of Items in Two Groups by Counting All of Them**

* Collect two bowls. Put three bananas in one bowl and two apples in the other. How many pieces of fruit do you have altogether?
* Hold up four fingers on one hand and three on the other. How many fingers are you holding up altogether?
* Go for a walk in the garden with someone from your family and take two containers with you. Collect five natural objects in your container and ask your family member to collect five different objects. How many objects did you find altogether?
* Ask a grown-up to help you to draw a picture of the seaside. Draw three sea creatures in the water and two creatures on the sand. How many seaside creatures have you drawn altogether?
* Build a tower using six blocks, now build another using four. Can you count how many blocks you have used in total?