



The activities in bold with an asterisk must be completed. All other activities are extension tasks. In addition, continue to discuss and read together a bedtime story at home. Pupils will have an opportunity to share their learning with other members of the class and display their work on the home learning wall from the dates highlighted below.

<p align="center">Block 1 Sharing of Learning Opportunity - Week beginning 9th September</p>	<p align="center">Practise these activities throughout the month:</p>	<p align="center">Block 2 Sharing of Learning Opportunity - Week beginning 23rd September</p>
<p align="center">*HEALTH & WELLBEING* <u>We are learning to be independent.</u> Please practise getting dressed and undressed independently. Can you time yourself and see how fast you can manage this? <i>This will enable us to take full advantage of our allotted P.E. slots.</i></p>	<p align="center">*NUMERACY* <u>We are learning to recognise numbers in the environment.</u> Look for numbers when you are out and about in your local area. You may wish to take pictures or draw what you have found. Discuss with someone at home what these numbers mean, e.g. You might see numbers on houses, bus numbers</p> <ul style="list-style-type: none"> • Cool: Try to spot numbers 1-5 • Hot: Try to spot numbers 6-10 • Spicy: Try to spot numbers 11-20 • <i>Challenge: Talk about the numbers you see, which are bigger and which are smaller? Can you put them in order?</i> 	<p align="center">*HEALTH AND WELLBEING- BUILDING RESILIENCE* <u>I am learning to use relaxation activities to help when I feel stressed/upset.</u> Choose one of the following activities to do with someone at home. Discuss how you feel before and after the activity:</p> <ul style="list-style-type: none"> • Practice taking slow, long breaths (5 seconds to breathe in and 5 seconds to breathe out). • Bubble blowing is fun! Bring awareness to your breath as you blow out on the bubbles. • Colouring in is a great way to get you to focus on a task. Here is a link to a great site: https://colormandala.com/
<p align="center">*LITERACY* <u>We are learning to use pictures to predict what happens in a text.</u> With an adult, choose a book you have not read before and discuss the following:</p> <ul style="list-style-type: none"> • Where do you think the story is set? • Who do you think is in the story? • What do you think happens in the story? 	<p align="center">*LITERACY* <u>We are learning to understand word boundaries (where one word ends and the next one begins).</u> Have an adult dictate a sentence to you (no more than 5 words long). Tap your thighs each time you hear a word in the sentence. E.g.</p> <ul style="list-style-type: none"> • The car is red. (4 taps) • I like carrots and peas. (5 taps) • She is kind. (3 taps) • <i>Challenge: Can you tell the adult how many words are in the sentence without tapping?</i> 	<p align="center">RIGHTS RESPECTING SCHOOLS <u>We are learning to understand that all children should have the right to play.</u> As part of our P1 charter, we have all agreed to ensure that all our P1 pupils have the right to play. With help from an adult, find out about a game that children from a different country play. Share this with the class in any way you choose, e.g. teach the game, draw a picture and talk about it.</p>
<p align="center">ART <u>We are learning to create a piece of artwork inspired by a story.</u> One of the stories we have read in class has been 'The Dot' by Peter H. Reynolds. Create a piece of artwork based around at least one dot. E.g. Draw a large dot and decorate it in any way you choose, create a collage (a piece of art made by sticking lots of different materials) of lots of different dots, create a landscape using pointillism. Examples of collages and pointillism below.</p>		

Example of pointillism:

