
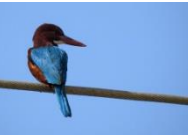







## FIRST LEVEL (P2, P3 and P4) LEARNING ACTIVITIES


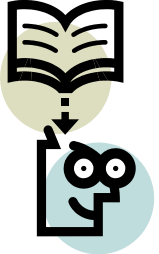
Additional learning activities designed by Education Scotland can be found at:



<https://education.gov.scot/improvement/scotland-learns/search/?SortBy=0>



Learning Task Title	Curriculum Area	What is this?	Description of Learning Activity
<p style="text-align: center;"><b>Sorting Food</b></p>  <p style="text-align: center; font-size: small;">www.shutterstock.com • 67879747</p>	<p><b>Science</b></p>	<p>This activity helps children begin to recognise that foods and drinks can be sorted into groups. It aims to help children think about similarities and differences between foods.</p>	<p>Be safe - wash hands before and after handling foods.</p> <ul style="list-style-type: none"> <li>• Write down lots of foods and drinks on paper or card. The back of food packaging will be fine. Cut the words into similar sized pieces and turn them so that the words are face down.</li> <li>• Ask your child to turn them over one at a time and place them into a piles, one for animal foods, one for plant foods and one for foods containing a mix of both.</li> <li>• Within the groups, can the foods be sorted further for example into wheat, rice or oats, or meat, fish, poultry and dairy? Is your child able to sort fruits from vegetables?</li> <li>• Change the game around to different groupings, for example to finding pairs of fruits or fish, foods which grow on trees, those which come from dairy cows.</li> </ul>
<p style="text-align: center;"><b>Birdwatch</b></p> 	<p><b>Science</b></p> <p><b>Maths</b></p>	<p>This activity encourages children to develop their science and maths skills.</p>	<p>Choose an outdoor spot that is easily accessible where you and your child will be able to see the birds that visit. Ask your child to choose a 15 minute period of time in the day. At the same time every day for 5 days in a row, go to your outdoor spot so that your child can keep a count of how many birds they see</p>



			during that time. Suggest they record this information in a table. After 5 days, talk to your child about the difference in the number of birds visiting each day. Encourage them to display this information in some way. For example, they could draw a pictogram or make a bar chart.
<p>Timekeeper</p> 	<p>Maths &amp; Numeracy</p>	<p>This activity helps children practice their ability to read analogue and digital clocks.</p>	<p>Practise telling the time with your child. Use both digital and analogue clocks around your house. How many different items in your home can children find that tell the time? Ask your child to be the family 'timekeeper'. Make a plan for the day of when things will happen. For example, make the lunch at half past twelve, watch the news at six o'clock, get them to let everyone know when it is time for one of your planned events to happen.</p>
<p>Number Walk</p> 	<p>Maths &amp; Numeracy</p>	<p>Children use the local area to find numbers.</p>	<p>Go on a number walk in your local area. Encourage your child to find as many numbers as they can. They might find them on buses, road signs, houses or in shops. Get them to make a note or take photographs of the numbers they find. Can they order the numbers from smallest to largest? Can they add 10, 100 or 1000 to them? Can they sort them into odd and even numbers?</p>
<p>Ping Pong</p> 	<p>Maths &amp; Numeracy</p>	<p>Children practice their number bonds.</p>	<p>This game will help your child practise their number facts. This game can be played anywhere, even while you are doing other things like being out for a walk or on a car journey. You say a number below 10. They reply with how much is needed to make 10. Repeat this over and over - just like a game of Ping Pong. You can play this game with numbers totalling 20, 100, 1000 and so on.</p>


<p>Hero Character</p> 	<p>Literacy</p>	<p>In this writing activity, children create a description of a character with 'heroic' qualities.</p>	<p>Discuss a story or movie that has a character with 'heroic' qualities.</p> <p>Ask your child:</p> <ul style="list-style-type: none"> <li>• Who is the hero in this story?</li> <li>• What does the hero look like?</li> <li>• What do they wear? Do they have a special uniform?</li> <li>• Do they need special equipment?</li> <li>• What qualities do they have which make them the hero of this story?</li> </ul> <p>Create your own character with heroic qualities.</p> <ul style="list-style-type: none"> <li>• Create a picture (or two) of how you see these 'heroes?'</li> <li>• Can you write at least a few sentences about this 'hero?'</li> <li>• Can you include details about why this person is a 'hero?'</li> </ul>
<p>A person or place of interest</p> 	<p>Literacy</p>	<p>Learners find out about a person or place of local or historical interest.</p>	<p>Think of a well-known person from your area, either past or present, or a well-known place of interest in your local area. The person could be someone who is famous nowadays - a sports person, a musician or someone on TV. It might be an inventor, or someone who is locally well known for charity work. The place could be a historical monument, well known park or a tourist attraction. Or it could be your favourite place to visit in your area. Think of three interesting facts about your chosen person or place. Ask adults at home to help you could research this.</p> <ul style="list-style-type: none"> <li>• Make a poster to show what you have found out.</li> <li>• Remember to draw a careful picture and add a title.</li> </ul>

<p>Photo Challenge</p> 	<p>HWB</p>	<p>Keeping children mentally active is just as important as physical activity. Involving children of all ages to think about and reflect on things that make them happy is important to help them get to know themselves a little bit better. A simple way of capturing their ideas is to take a photo of things that represent them.</p>	<p>Some ideas to help children get started on this activity include:</p> <ul style="list-style-type: none"> <li>• Do they want to work by themselves or as part of a family team?</li> <li>• Think about the things that they enjoy doing.</li> <li>• Do they want to write a list to organise their ideas before choosing to focus on a few of the ideas?</li> <li>• Can children think of objects that might represent the things that make them happy or will they take a photo of an activity?</li> </ul> <p><b>The Photo</b></p> <p>Once your child has decided what they want to capture, they may take some time to set up their photo. If the whole family get involved, others can guess what they think each family member may have in their photo. Take time to share each photo and talk about why you chose to take the photo you did.</p>
<p>Story Setting</p> 	<p>Literacy</p>	<p>This activity is designed to help children to describe the setting of a story.</p>	<p>The setting tells the reader when and where a story takes place. Here are some questions you may want to use with your child to help them identify the setting of a story.</p> <ul style="list-style-type: none"> <li>• Where does the story take place?</li> <li>• When does the story happen? Is it in the past, present or future?</li> </ul> <p>Ask your child to think of something they have read or watched recently. Ask them to draw a picture of the setting and include some descriptive words to support this. Remind them to consider the following points in their completed</p>



			<p>picture/story</p> <ul style="list-style-type: none"> <li>• Where does the story take place? How do you know?</li> <li>• Is the story set in past, present or future? How do you know?</li> </ul> <p>Ask your child to talk about their picture/story. What have they included to help identify the setting?</p>
<p>Keeping Fit</p> 	<p>Numeracy HWB</p>	<p>Different people choose different ways of keeping fit and healthy. Going for a short walk or run in your local community or doing exercise at home are two easy ways to do this.</p>	<ul style="list-style-type: none"> <li>• Plan a short walk in your local area with an adult you live with. You might go to a park near where you live.</li> <li>• Guess how many steps this walk will take you.</li> <li>• Now 'measure' this walk by actually counting the steps you take.</li> <li>• Compare the number you count, with the number you guessed.</li> <li>• Was your guess smaller or bigger than the number you counted?</li> <li>• Plan another short walk and check if your guess is closer to the number you count this time round.</li> </ul>
<p>Family Tree</p> 	<p>Science HWB</p>	<p>Children get the opportunity to investigate the history of their family.</p>	<p>Your child might like to create a family tree. They could speak to family members to find out when and where they were born. They can show how people connect to each other using a tree diagram. They might like to add photographs and gather additional information to create a short biography for members of the family. They could write this down or record a conversation with them.</p>


<p>Codes and Secret Messages</p> 	<p>Numeracy</p>	<p>Children are encouraged to explore using pictures, symbols and codes to send messages.</p>	<p>People sometimes use pictures, symbols and codes to send messages. For example, we use emojis on our mobile phones to send ideas and thoughts.</p> <ul style="list-style-type: none"> <li>• Can you use pictures or symbols to create a simple message? For example, for the sentence 'I love sunny weather' you could draw a picture of an eye, a heart and then the sun.</li> <li>• How many different ideas can you create?</li> <li>• Now let's try using a simple code. Write the numbers 1 - 26 in a list, one below the other. Beside each number, write the letters of the alphabet in order. So 1 = A, 2 = B, 3 = C etc.</li> <li>• Try writing your name using this code. Instead of using the letters, use the number beside the letter. For example, Abby would be 1,2,2,25</li> <li>• Can you decode this message?</li> </ul> <p>8,1,22,5 12,15,20,19 15,6 6,21,14 23,9,20,8 3,15,4,5,19!</p> <ul style="list-style-type: none"> <li>• Now use the numbers to write a secret message to someone else in the house. Remember to put a comma between each number and leave a space between words.</li> </ul>
<p>Let's Invent!</p> 	<p>Technology</p>	<p>Machines can make our lives easier. Can children use their imaginations to invent a new machine to use around the home?</p>	<p>Think about some of the jobs that have to be done around the house. For example, making the beds, washing windows or brushing our teeth.</p> <ul style="list-style-type: none"> <li>• Can you design a machine or robot that could help with one of the jobs around the house? Draw and label your design to show what the different parts of your machine and what they do.</li> <li>• Use your imagination to think of a good name for your invention.</li> <li>• Write a few sentences about your invention. What can it do and how you</li> </ul>

			<p>would use it? How would it help around the house?</p> <ul style="list-style-type: none"> <li>You could try to make a model of your invention using whatever materials you can find (junk, recycling materials, etc.)</li> </ul>
<p>Your Dream Bedroom</p> 	<p>HWB Technology y Maths</p>	<p>This is an opportunity for your child to let their imagination run free, as they design a new bedroom of their dreams!</p>	<ul style="list-style-type: none"> <li>Help your child to find a large piece of drawing paper or even the back of old wall paper. Together you can draw a basic shape for a bedroom.</li> <li>With your child, think of some creative ideas to make a fantasy bedroom that has everything you might possibly want or need. Ask your child to think about the practical things as well as the fun things, such as cupboards, wardrobe space, a bed, storage drawers etc.</li> <li>Encourage your child to come up with some imaginative ideas for fun. Write all of these ideas down on paper as a plan, and add notes which explain the drawing or ideas around the room.</li> <li>Use some colour to make the room interesting and add as much detail as possible.</li> <li>Talk to your child about their picture. Are there any ideas which might work in your child's actual bedroom?</li> <li>Additional idea: You could use pictures from catalogues, old adverts or leaflets which can add detail to your plan.</li> </ul>
<p>Just Words</p> 	<p>Literacy</p>	<p>Play games together to help children to learn letters, sounds, spelling and new words!</p>	<ul style="list-style-type: none"> <li>Children enjoy having fun with words that rhyme. To explore words that rhyme together, you could start with a simple 3-letter word, for example, cat. Take it in turns with your child to call out and write words that rhyme with cat - hat, mat, bat, etc.</li> <li>To make it more tricky, you could see how many rhyming words your child can write themselves in 30 seconds or a minute.</li> <li>Check all the rhymes are real words. When you can think of no more</li> </ul>


			<p>rhyming words or when the time is up, ask your child to choose two from their list and use them to make up a funny sentence. 'The cat wore granny's hat.'</p> <ul style="list-style-type: none"> <li>• Can they use more than two words from their rhyming list? 'The cat sat on the mat, wearing Granny's hat.' The sentences can be fun and nonsense!</li> <li>• Encourage your child to use capital letters and full stops in their sentences.</li> <li>• Can your child suggest some other words to find rhyming words for? Other possible ideas are bee, log or man. For additional challenge, use longer starter words. For example, dream, house, hand.</li> <li>• Your child could draw a picture for some of their sentences as an additional activity.</li> <li>•</li> </ul>
<p>Let's Play a Game</p> 	<p>Literacy</p>	<p>This activity involves creating a game to play together to develop vocabulary or reinforce features of literacy and English.</p>	<ul style="list-style-type: none"> <li>• Talk to your child about any board games you have at home or that they have played at school. Do they use counters or dice? Explain that you are going to create a board game together.</li> <li>• On paper, help your child to draw a 'path' to follow as the game progresses. This can be a set of squares like the game Snakes and Ladders or squares that go round the edge of the board like Monopoly.</li> <li>• On each square write a different word. The object of the game is that when you land on a square, you make a sentence with the word in the square. Can you come up with interesting or tricky words to use?</li> <li>• Look for small objects that can be used as counters. For example, buttons or different coins. If you have dice use these but if not, you can write the numbers 1-6 on pieces of paper and fold them. When it's your turn you select one of the pieces of paper to see how many squares your counter moves.</li> <li>• Can you think of different ways to play the same basic game? For example, write the name of a different object in each square. When you</li> </ul>



			land on the square you have to give the word for more than one of that object. For example, bus would be buses, man would be men. What other ideas do you have?
<p><b>Comic Strip</b></p> 	<b>Literacy</b>	In this activity, children will utilise their creative and imaginative skills to tell stories using words and pictures.	<ul style="list-style-type: none"> <li>• Spend some time reading a comic strip with your child. These can be found in newspapers, magazines, comic books or online. Talk with your child about the layout of a comic strip.</li> <li>• Tell your child that they are going to make their own comic strip. They may want to capture a personal story, use a favourite story they already know, or imagine a new story.</li> <li>• Help your child to think of 4 - 6 sentences that tell the story. The pictures in the comic strip will be based on these sentences.</li> <li>• Help your child to create their comic strip using 4 - 6 'boxes'.</li> <li>• Ask them to draw a picture for each sentence they have written so their comic strip tells the story from start to finish. Encourage your child to include important details in their pictures.</li> <li>• Talk with your child about what is happening in the comic strip, and what the characters might be saying. Your child may wish to add some text to their pictures to show some of these ideas. They can add sound effects such as 'pow!' or 'crash!' to make their comic strip more interesting. Once finished, your child could share their comic strip with someone and ask for feedback.</li> </ul>
<p><b>Puzzles</b></p> 	<b>Literacy</b>	This activity will encourage children to develop their understanding of letters and words to create and solve word puzzles.	<ul style="list-style-type: none"> <li>• Along with your child, look in a puzzle book, magazine, newspaper or online to find a word search puzzle. Talk about how you solve the puzzle by finding the hidden words. Find a few words in the puzzle with your child. Explain that words can run forwards, backwards, up, down and diagonally.</li> <li>• Explain to your child that they are going to make their own word search puzzle. This could be themed to a topic, for example, weather. Ask your</li> </ul>

			<p>child to think of 10 words linked to their chosen topic. For example, if the theme is weather, they could choose words like rain, thunder and clouds.</p> <ul style="list-style-type: none"> <li>• Ask your child to write the 10 words in a list and check the words are spelled correctly.</li> <li>• Help your child to make a grid for their puzzle, using a ruler or something with a straight edge. The grid should have 10 columns and 10 rows. Ask your child to write their words into the grid. Words can run left to right or up and down. To add more challenge, run words backwards and diagonally.</li> <li>• Once all of their words are in the grid, ask your child to put random letters of the alphabet into the empty squares. Now your child can challenge someone to complete their puzzle!</li> </ul>		
<p>Scots</p> 	<p>Literacy</p>	<p>This activity encourages your child to explore their knowledge of Scots and other languages.</p>	<ul style="list-style-type: none"> <li>• Here is a BBC Bitesize video of Elaine C Smith speaking about the Scots language: <a href="https://www.bbc.co.uk/bitesize/clips/zfpxvcw">https://www.bbc.co.uk/bitesize/clips/zfpxvcw</a> Elaine's favourite word is 'dreich' which is most commonly used to describe the weather when it is a rainy, grey day outside.</li> <li>• Are there other Scots words that you and your child can think of? This activity works for any language - so you may wish to change it to French, Spanish, Urdu, Punjabi or any other language your child may know or have been learning in school.</li> <li>• Here are some common Scots words from the Scottish Book Trust's 'Nation's favourite Scots word list'. Encourage your child to write the English word next to each one:</li> </ul> <table border="1" data-bbox="1151 1246 2058 1362"> <tr> <td data-bbox="1151 1246 1599 1362">bairn</td> <td data-bbox="1599 1246 2058 1362"></td> </tr> </table>	bairn	
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			<ul style="list-style-type: none"> <li>•</li> <li>• You may wish to expand the activity and word list to parts of the body</li> </ul>																											

			by performing 'Heid, Shooders, Knees an Taes' in Scots like the class in this video: <a href="https://www.youtube.com/watch?v=QJvu0wAQBps">https://www.youtube.com/watch?v=QJvu0wAQBps</a>
<p>Shopping</p> 	<p>Maths</p>	<p>We are all doing our shopping a little differently just now. Some families go to the supermarket for their shopping, other families do their shopping online. These activities will help your child to practise their numeracy and mathematical skills in a real life way.</p>	<p>For this activity you will need a receipt from a supermarket shopping trip, your online shopping order or you could use a supermarket online site to find prices.</p> <ul style="list-style-type: none"> <li>• Ask your child to you find items costing less than £2.</li> <li>• Encourage your child to make price labels for the items they have chosen.</li> <li>• Help your child to order the items from the cheapest to most expensive.</li> <li>• Talk about how many of the items you could buy for £1.</li> <li>• Talk about what the new prices would be if, for example, all items cost 9p more or 9p less.</li> <li>• Help your child to find the total cost of all the items or the difference between the most expensive and the cheapest item.</li> </ul>