




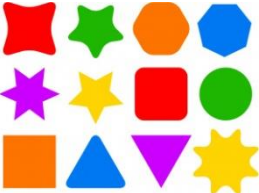

## EARLY LEVEL (Nursery and P1) LEARNING ACTIVITIES

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;">Water play</p> 	<p style="text-align: center;">Maths &amp; Numeracy</p>	<p style="text-align: center;">Young children need to practise using language associated with measuring volume in real life contexts to understand terms such as full and empty.</p>	<ul style="list-style-type: none"> <li>• Gather a variety of different containers such as empty plastic bottles and plastic cups. You can set up this play either outside with a basin or paddling pool or indoors in the bath, shower or at the sink. You can add bubbles to the play if you like.</li> <li>• Play pouring and emptying containers and exploring the water. You can encourage or model the use of mathematical language such as full, empty, heavy or lighter. 'My cup is really full now, I am going to pour out all the water until it is empty.'</li> <li>• For challenge you can play and make comparisons - 'Which is full? Which is heavier? Can you make this one lighter?'</li> </ul>
<p style="text-align: center;">Sorting Simple Items</p> 	<p style="text-align: center;">Maths &amp; Numeracy</p>	<p style="text-align: center;">This activity can be used with a range of objects around the house or found in nature to help children sort into groups using different choices.</p>	<p>Have fun together gathering a variety of natural items when you are out on a walk, for example, different grasses, pebbles, small twigs or blossoms.</p> <ul style="list-style-type: none"> <li>• Encourage your child to look closely and explore the items.</li> <li>• You can start to demonstrate for your child how to sort these into different groups, for example, round things, long things or by colour.</li> <li>• Encourage your child to play and sort into whatever categories they like, for example by colour, things they like or don't like or how they feel (soft or jaggy).</li> </ul>

			<ul style="list-style-type: none"> <li>• Encouraging the chat about the play is the most important part so don't worry about the categories.</li> </ul> <p>If you want to challenge your child you could take turns at setting categories for each other to sort the items into.</p> <p>Not out and about at the moment? You can play this game with any group of small objects from around your home.</p>
<p>Family Routines</p> 	<p>HWB</p>	<p>This activity will help your child to learn about the different routines of the family day and to put them in order.</p>	<p>Talk with your child about their daily routine and the different things we do at different times of the day. They can draw pictures of the ideas they have. A few ideas might be:</p> <ul style="list-style-type: none"> <li>• brushing our teeth</li> <li>• going for a walk</li> <li>• washing the dishes</li> <li>• eating lunch</li> <li>• getting dressed.</li> </ul> <p>Ask your child to put their drawings in the right order, from morning to night.</p> <p>If your child is able, ask them to tell you what time they think each of these activities takes place. For example, eat lunch at 12 o'clock, get dressed at 9 o'clock etc.</p>

<p>Shapes and Patterns</p> 	<p>Maths &amp; Numeracy</p>	<p>This activity will help your child recognise the different shapes and patterns we have in the world around us. They can use items they find to create their own patterns.</p>	<ul style="list-style-type: none"> <li>• During a daily walk, talk about the different shapes you see as you pass different places.</li> <li>• Point out the basic shapes your child will be familiar with such as rectangles and squares for windows and doors in houses.</li> <li>• If your child is ready to, discuss how some shapes are used over and over to create a pattern, for example, brickwork.</li> <li>• Allow your child to explore different items they may find such as leaves that have dropped from the branches.</li> <li>• Look at the shapes - they look similar but are not always exactly the same shape and size.</li> <li>• Can your child use these items to make a pattern of their own?</li> </ul>
<p>Counting household items</p> 	<p>Maths &amp; Numeracy</p>	<p>This activity allows children to practise counting items to ten and beyond whilst also using language to order items.</p>	<ul style="list-style-type: none"> <li>• Involve your child in planning the shopping list.</li> <li>• When writing the list ask your child how many of each item you will need.</li> <li>• Your child can be supported to count what you already have in your cupboard and plan how many more items you need to buy, for example, counting 2 apples left in the fruit bowl and deciding how many more are needed.</li> <li>• After shopping ask your child to help count out how much of each item has been bought.</li> <li>• You can also reinforce order by asking for the first item out of the bag, second, third and so on.</li> </ul> <p>This approach can be used for lots of different activities at home to help your child practise counting and ordering such as setting the table and matching washing.</p>

Everyday  
objects and  
their purpose



Maths  
HWB

A look at everyday objects  
and their purpose within our  
homes.


Go on an everyday objects hunt around your house or room. Write, photograph or draw the objects you find on your hunt e.g. chair, table, toaster, beds etc.


You should consider:


- Discuss the names of the rooms inside the house and what they are used for. Think about what you might find in each room.
- If possible, ask neighbours, friends or relatives you communicate with what they call rooms in their house. Do they call them by the same names as you or are they different?
- Discuss what you have found on the hunt. Ask your child to name the items and what they are used for. Identify your favourite items and why they are important to you and your child.
- Think about ways you can sort the items that you have found such as things that need electricity to work or things you sit on. Let your child decide how they would like to sort them.
- Talk to your child about keeping safe and about dangers in the home and the steps you can take to reduce the dangers.


**Extension learning activity**

If your child is able, encourage them to think about ways to sort the items found on the list and explain their findings. Find out about your favourite objects, how are they made? Where do they come from?

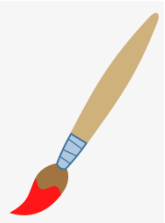
<p>Helping others</p> 	<p>HWB</p>	<p>This activity looks at helping others and being helpful around the house.</p>	<p>Think of ways that you can help around the house?</p> <p>Activities to consider: Talk about different ways children can help at home and all the ways we help others. This may be things such as making their bed, tidying toys, pairing socks, helping to set the table, sorting the washing etc.</p> <ul style="list-style-type: none"> <li>• Draw a picture or make a list of all of your child's ideas.</li> <li>• Looking at the list, talk to your child about a new way they can help around the house and what responsibilities they can have.</li> <li>• Create a simple plan to show what they can do to help and when. This could be a mixture of pictures, and words or letters.</li> <li>• Does your child need to learn a new skill in order to carry out the task, if so who can help them with that? Can they watch someone doing it first?</li> <li>• Talk to your child about how they feel about these new responsibilities.</li> </ul> <p><b>Extension learning activity:</b> If your child is able, create a plan across the week of all the ways they plan to help. Throughout the week talk about how easy or difficult they found tasks and why. Have they learned anything new whilst helping? What changes would they make if they were to do it again next week?</p>
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<p>Helping and caring for People</p> 	<p>HWB</p>	<p>Find out who helps and cares for people in our local community.</p>	<p>Talk about people who help us in our local community (key workers). Think of who helps us, how they help, places of work, what key items or tools are needed to do their job.</p> <p><b>Things to do together</b></p> <ul style="list-style-type: none"> <li>• Talk about different jobs that people who help us do: <ul style="list-style-type: none"> <li>○ people who help us feel better (doctors/nurses/paramedics/dentists)</li> <li>○ people who help keep us safe (firefighters/police)</li> <li>○ people who help us in our everyday lives (post workers, cleaners, shop workers, teachers).</li> </ul> </li> <li>• Draw a picture of someone who helps us. Remember to draw things they need to do their job. If your child is able, they can write a few sentences about their drawing.</li> <li>• Books that might help with this activity include 'Topsy and Tim' books written by Jean and Gareth Adamson, which are also dramatised on CBBC as a series. Follow this link <a href="https://www.bbc.co.uk/iplayer/episodes/b049912q/topsy-and-tim">https://www.bbc.co.uk/iplayer/episodes/b049912q/topsy-and-tim</a></li> <li>• BBC iPlayer has a programme called 'Biggleton' about a town where children are the community. They have local community jobs and have to solve problems. Follow this link <a href="https://www.bbc.co.uk/iplayer/episodes/b09hln47/biggleton">https://www.bbc.co.uk/iplayer/episodes/b09hln47/biggleton</a></li> <li>• Play 'Who am I?' Ask your child to guess which occupation you are talking about, e.g. 'I like animals, I help your pet when they are sick or hurt, who am I?' (vet)</li> </ul>
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<p>Draw Along Characters</p> 	<p>Literacy</p>	<p>This activity helps to develop children's skills further by allowing them to develop their ability to give or listen to a description of a character. Through this, children will have the opportunity to explore characters and share what they have observed.</p>	<p>Explain to your child that they are going to talk about and draw some of their favourite story characters.</p> <p>Encourage your child to look at some favourite stories with someone at home and talk about the different characters. They could take some time to describe what the different characters look like. Children may find it helpful to trace their finger over the illustrations to explore the shapes and features.</p> <p>Ask someone at home to describe a character for the child to draw, giving clues to help them. Some children will enjoy making marks in response to the instructions, whilst others may be able to draw more recognisable figures. Value the child's response and talk together about what they have drawn. Children could also take a turn to describe a character for someone at home to draw. It may be helpful to consider the following prompts:</p> <ul style="list-style-type: none"><li>• size</li><li>• type of character, e.g. animal, person</li><li>• facial features</li><li>• shapes</li><li>• clothes</li><li>• actions</li></ul> <p>For greater challenge, children may want to take part in the Bookbug drawalong where they can listen to and watch instructions to draw different characters.</p>
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			<p><a href="https://www.scottishbooktrust.com/topics/bookbug-drawalongs">https://www.scottishbooktrust.com/topics/bookbug-drawalongs</a></p> <p>Children could also be encouraged to draw or paint favourite characters on to stones or objects from home. Some ideas can be found here:</p> <p><a href="https://www.worldbookday.com/share-your-idea/explore-and-draw/">https://www.worldbookday.com/share-your-idea/explore-and-draw/</a></p>
<p>Ball game</p> 	<p>HWB</p>	<p>In this activity, children explore the properties of a ball or other soft object before devising a simple game or challenge that can be played individually or as a group.</p>	<p>Children will need:</p> <ul style="list-style-type: none"> <li>• a ball of any size or a soft object that can be thrown and caught like a rolled up pair of socks</li> <li>• a target such as a bucket, wheelbarrow or box.</li> </ul> <p>With their ball or small object, children can try the following:</p> <ul style="list-style-type: none"> <li>• Bounce and catch with two hands and/or throw into the air and catch with two hands.</li> <li>• Bounce with one hand and catch with one hand and/or throw into the air with one hand and catch with one hand. For more challenge, use alternate hands.</li> <li>• Walk and then jog performing the same actions as above.</li> <li>• If using a ball, can children keep bouncing the ball off the ground basketball style using one hand before doing the same walking and jogging.</li> <li>• Children may be able to make up their own movements, for example moving the ball or object around their waist, in a figure of 8 through</li> </ul>




			<p>both legs, throwing over their head and catching behind them.</p> <p>When children have explored various possibilities with the ball, they could devise a game or challenge for the whole family to play, using a container as a target. They can think about rules, for example ground markings required, how many attempts each player should have, any requirements on how the ball or object should be thrown and a scoring system.</p>
<p>Feelings Art</p> 	<p>HWB</p> <p>Expressive Arts</p>	<p>This is a simple activity that children and families can engage with to take time out of the business of the day and allow their mind to relax and get creative.</p>	<p>It is important for children and adults to take time out of their busy days to relax and let their minds flow free or get creative. Helping children reflect on their feelings and have an outlet for them is a great way to communicate.</p> <p>Here is a BBC clip about the artist <b>Vincent Van Gogh</b> and how he used colour and line to show how he felt about different places.</p> <p>Talk about the day and the experiences children have had.</p> <p>Think about whether any of these experiences made them happy, sad or any other emotion. Below are some ideas for children to consider when planning their art:</p> <ul style="list-style-type: none"> <li>• What type of art do you want to create - draw, model, paint?</li> <li>• Do you want to capture the activity through art or explore your feelings through lines and shape?</li> <li>• Are there colours that would help reflect the emotions you want to share?</li> </ul>

			<ul style="list-style-type: none"> <li>• What materials will you need to get started?</li> <li>• How will you organise the space to keep the furniture safe and clean?</li> </ul>
<p>Food Quiz</p> 	<p>HWB Science</p>	<p>In this activity your child can take a simple quiz about food hygiene, or make up a quiz themselves.</p>	<p>Here is a <b>simple quiz</b> all about food hygiene. With children taking more responsibility for helping to prepare snacks and meals as they grow, it is important they think about how we look after our hygiene. It is important to understand basic hygiene practices to become more independent in the kitchen.</p> <p><b>Becoming the Quiz Master!</b></p> <p>Children may want to create their own quiz. They can research some information online or use the knowledge they already have. They can create a quiz for the whole family to take part in to find out who knows the most about food!</p> <ul style="list-style-type: none"> <li>• Think of a food theme to write questions about.</li> <li>• Are you going to have a multiple choice or do you want everyone to write the answer down?</li> <li>• How many questions will you need?</li> <li>• Are you going to ask the questions, make a PowerPoint, or use another way of sharing the questions?</li> <li>• Think about how many points each question is worth; what happens if two people or more get the same number of answers correct?</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>Cloud Spotting</p> 	<p>Science</p>	<p>This activity teaches children about the different types of clouds.</p>	<p>It is sometimes nice to take a different view of the world. Why not take a moment to lie on the ground with your child and watch the clouds go by. The <u><b>Met Office cloud spotting guide</b></u> will help you to identify the different types of clouds they might see.</p> <p>To ensure your child's safety, please remember to advise your child not to look directly at the sun.</p>

<p>Alphabet Hunt</p> 	<p>Literacy</p>	<p>Children are encouraged to practice their understanding of the alphabet.</p>	<p>Keep your child busy by challenging them to an A to Z scavenger hunt. They could do this indoors or outdoors. Can they find something starting with every letter of the alphabet?</p>
<p>Family Tree</p> 	<p>Science</p>	<p>Children get an opportunity to look at 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>Food Sources</p> 	<p>Science</p>	<p>This activity helps children show that they recognise that foods and drinks can be sorted into either <b>plant</b> or <b>animal</b> sources.</p>	<p>Be safe - Wash hands before and after handling foods. Do not let your child handle raw meat/fish or opened tins.</p> <p><b>A Sorting Game</b></p> <ul style="list-style-type: none"> <li>• Put a selection of (clean) food and drink packaging, cartons, labels or pictures into a large bag or pillowcase.</li> <li>• Agree with your child an action which represents an animal based food (e.g. jumping in a star shape) and a plant based food (e.g. crouching down low to the ground).</li> <li>• Your child selects an item from the bag, shouts what the food or drink is then does the action to show that they know it is animal based or plant based.</li> <li>• Keep the foods simple, avoid complex items like pizza or soup.</li> <li>• Instead of doing an action your child could run to different parts of</li> </ul>

			<p>your home which you have agreed for animal based foods and plant based foods</p> <ul style="list-style-type: none"> <li>• This game could be made even more active if you have a space outside to play it in.</li> </ul>
<p>Self Portrait</p> 	<p>Expressive Arts HWB</p>	<p>Young children need lots of practice to make marks using a variety of different types of media. This helps them to practise control of their fingers and hands as they learn to write.</p>	<ul style="list-style-type: none"> <li>• Ask your child to look in a mirror at themselves and encourage them to describe what they look like. For example, blue eyes, brown hair. You do the same.</li> <li>• Use some paper and a pen to start to draw your face by drawing a round shape for your head - make it almost the size of the paper. Encourage your child to do the same.</li> <li>• Talk about putting eyes, ears and other features on the face. You may find that your child is happy adding just a few features. This is fine because as they develop they will naturally add a few more.</li> <li>• Ask your child how they are feeling in the picture. Are they happy/sad/worried? Respond to whatever they say by being calm and reassuring.</li> </ul>