

## Dalbeattie Primary School - Home Learning – P3

### Numeracy – Addition and Subtraction

#### All groups:

**Education City** – ‘Classwork’ section – Addition and Subtraction.

**Sumdog** – Addition and Subtraction challenge and Dumfries and Galloway Maths Contest 15<sup>th</sup> Jan-21<sup>st</sup> Jan.

**Circles** – Addition to 100 – Adding tens only. This week we are working on bigger sums which involve adding tens. We started working on this last term. We are looking at sums like this:

$$24 + 40 = ? \quad 57 + 30 = ? \quad 62 + 20 = ? \quad 50 + 42 = ?$$

When we are adding 40, this is the same as 4 tens, so we can count in tens 4 times. For 30 it is 3 tens, and so on.

Follow-up work: Will be sent through Dojo.

**Squares** - Phase 4.1 – I can use 10 plus facts to solve missing addends.

This week we are practising 10 plus facts e.g

$$10 + 7 = ? \quad 10 + 4 = ? \quad 10 + \underline{\quad} = 16$$

Phase 4.2 - I can use 10 plus facts to solve missing subtrahends.

We are then going to use our knowledge to link this to subtraction. Remember if we know the add sum then we can work out the take away.

$$\text{e.g. } 13 - 3 = ? \quad 16 - \underline{\quad} = 10 \quad 15 - 5 = ?$$

Follow up work – Phase 4.1 and 4.2 sheets (attached)

These can be copied down onto paper.

**Triangles** – Phase 2 – I know my 5 plus sums. We are revising sums such as these:

$$5 + 1 = ? \quad 5 + 2 = ? \quad 5 + 3 = ? \quad 5 + 4 = ? \quad 5 + 5 = ?$$

Phase 2 – I can use my 5 plus facts to subtract.

We are trying to see the link now between addition and subtraction. If we know  $5 + 3 = 8$ , then if we have 8 and we take away 5 we will be left with 3. Try this with objects e.g

### Numeracy – Place Value/Numbers to 30/100/1000

#### All groups:

**Education City** – ‘Classwork’ section – Place Value/Number.

**Sumdog** – Place value/Number challenge and Dumfries and Galloway Maths Contest 15<sup>th</sup> Jan-21<sup>st</sup> Jan.

#### **Spheres (Numbers 0-1000)**

-Revise oral counting, **forwards in hundreds**, from different numbers. e.g. counting from 188-488 you would say '188, 288, 388, 488'.

-If you are confident with forward number sequences, revise counting **backwards in hundreds**, from different numbers. e.g. counting from 876-576 you would say '876, 776, 676, 576'.

-Try this game on Snappy Maths - [Adding/Subtracting 100](#)

-Complete the worksheet in your Dojo Activities.

#### **Cubes (Numbers 0-100)**

-Continue revising oral counting, **forwards in ones**, from different numbers. Focus on crossing the 10 e.g. counting from 39-45, 57-63 etc.

-If you are confident with forward number sequences, revise counting **backwards in ones**, from different numbers. Focus on crossing the 10 e.g. counting from 34-26, 76-68 etc.

-Try these games on Topmarks - [Caterpillar Sequencing - forwards in ones](#) and [Caterpillar Sequencing - backwards in ones](#).

-Complete the worksheets in your Dojo Activities.

#### **Pyramids (Numbers 0-30)**

-Write/show numbers in different ways – use coloured pens, chalk, write in sand/rice, count out different

### Maths - Time

#### All groups:

**Education City** – ‘Classwork’ section – Time

**Sumdog** – Time challenge

This term we are going to be learning more about telling the time.

We will start by revising simple times that you learned in P2 – O'clock and half past times on both analogue and digital clocks. Remember that when the big hand is at the 12, this is o'clock. When the big hand has made a half way turn round the clock and is down at the six, we call this half past. It is important that the children realise that there are 60 minutes in an hour (one full turn) and that they can recognise that half way round is 30 mins.

Look at the 5 min intervals on the clock and explain to the children that each big number represents 5 minutes. Can they count in 5s around the clock?

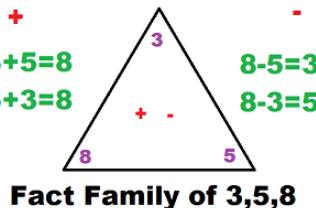
You will find a teaching clock to use on Top Marks – Teaching Time.

There is also a good game on here if you search for time- It is called ‘Telling the time’. This is good for linking digital to analogue.

#### Follow Up work

Time activity sheets will be sent through Dojo on Monday.

Have 8 sweets, take 5 away, see how many are left. Then link back to adding sum....we know  $5 + 3$  makes 8.  
 Follow up – Phase 2.3 and phase 2.4 sheets (attached) These can be copied down onto paper.  
 Sheets will hopefully also be sent through dojo this week.



numbers of items – a big focus on learning the numbers **21-30**.  
 -Try this game on Topmarks - [Blast off to the Moon](#) (Select 'Find a Number', '10-30'.)

#### Literacy – Reading

##### All groups:

**Education City** – ‘Classwork’ section – Literacy.

**Teach Your Monster to Read** – Those of you with logins linked to Mrs Fortnum can use these to access the app/website at home. **The app is now free for a short time so all P3 pupils can now set this up if you don't already have a login linked to Mrs Fortnum.** If you have an account linked to Mrs Fortnum your login details along with instructions on how to access the website/app are on your Dojo portfolio.

\*Practise existing words if you have these at home. Remember to muddle the order, write the words out on small pieces of card two times so you can play pairs or snap or try hiding word cards round your house and have a word hunt.

\***First News** – An online newspaper aimed at children aged 7+. Free for a limited time when you register on [this link](#). Try choosing at least one article to read along with an adult at home. Can you discuss the features of a newspaper – headings, sub-headings, columns, pictures? Try finding some facts in the article you have read. Can an adult ask you some questions based on what you have read?

\*Listen to and discuss the stories [Maggie's Mittens](#) and [Maggie's Monsters](#).

\***Oxford Owl** – look on the third grid page for the instructions for your group.

#### Literacy – Phonics

##### All groups:

**Education City** – ‘Classwork’ section – Literacy.

\*Look on the fourth grid page for the sounds and example words for your group.

\*You could also ask an adult to give you more words which have the same sound you've been working on and:

-hop on one foot as you spell each word.

-write your words in the air.

\*Complete the worksheet in your Dojo Activities.

\***Sumdog** - weekly spelling practice and an assessment linked to each week's sounds.

#### Literacy – Writing/Handwriting

##### All groups:

**Education City** – ‘Classwork’ section – Literacy.

Can you rewrite your Scots poem in English language? This will also help you to understand what it means!

Example :

‘Oot gangs the lang neb’ will be written as ‘Out goes the long nose!’

Try to spell as many words as you can on your own. How neatly can you write it? I would love to see your poems all written neatly and set out properly.

<p><b>Other – Topic – Scotland</b></p> <p>*<u>Scots language and poetry</u> - This term we usually a Scots poem and perform it for our class as part poetry competition. We would do this from home this year. Maybe you could perform for your family on Burns' Day.</p> <p>*Can you learn the poem Heron by JK Annand (link on the P3 blog page). Try to practise every day. Can you learn it off by heart, speak clearly and add some actions? We would love it if you could add a video of you performing your poem to your Dojo portfolio by the end of next week (wb 25<sup>th</sup> Jan).</p> <p>*Do you know what the Scots words in your poem, Heron, mean in english? Try to find out what the words puddock, rottan, neb, thrapple, wame and craig mean. Do you know any of the other words? This will help you with your writing task.</p> <p>*Do you know any other Scottish words? Have a look at the <a href="#">Scots Hoose website</a> to learn some more words and do some fun activities. I really like the activities in the 'Movin Aboot' section.</p>	 <p>learn of our like to</p> <p><b>Other – Topic/Art</b></p> <p>*<u>Mrs Harris' Art lesson</u> – Line – Torn paper winter landscape.</p> <p>*Use any form of media (crayons, pens, paint, natural materials etc.) to illustrate your Scots poem, Heron. You could hold up your artwork at the beginning or end of your video recording so we can see it along with your recital. Remember to upload to your portfolio by the end of the wb 25<sup>th</sup> Jan.</p> 	<p><b>Other – HWB/PE</b></p> <p>*<u>Mrs Gray's PE lesson</u> - she would love to see pictures of you in action. You can email her at <a href="mailto:gw08grayjan@ea.dumgal.sch.uk">gw08grayjan@ea.dumgal.sch.uk</a></p> <p>*<u>PE with Joe Wicks</u> - Live at 9am Mon, Wed and Fri and available on catch up.</p> <p>*Active Schools Challenge week 2 of 5.</p>
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**Reading - Oxford Owl (see the Dojo story post from last week for instructions on how to access).**

**Remember to complete the activities above the books or any you find hidden within.**

**You can read your book more than once to improve your fluency and also select other books from a previous shelf or level.**

**Group 1 and 2** – Book band 7: Turquoise – Our Class Tiger

**Group 3** - Book band 6: Orange – A Pony for a Day

**Group 4** - Book band 5: Green – Beast Feasts

**Group 5** – Book band 4: Blue – No Tricks, Gran!

**Group 6** - Book band 2: Red – Quiz

**Group 7** – Practise reading the words in the brown envelope which were sent home previously. You can add the following words (if they aren't already there) to your envelope using the sounds you know – s a t p i n o m c k e h r d.

sat, sad, tap, tan, pat, pan, nap, mat, map, man, mad, cat, cap, can, car, hat, ham, had, rat, ran, ram, dam.

Can you hear a word spoken and find it from a choice of 3? Can you sound out and then blend to read the words e.g. s a t = sat, p i n = pin etc.

Remember to practise the common words on the sheet you have at home too – write them out on pieces of paper so you can muddle up the order. These cannot be sounded out, you need to learn to read them by memory.

## Phonics/Spelling

A weekly Sumdog spelling challenge will run from a Mon 9am – Fri 3pm to allow you to practise your words.

A weekly Sumdog spelling assessment will run from a Thurs 9am – Fri 3pm to test you.

You can also practise your words as suggested in the grid above.

**Stars** – i\_e – Watch [Mr Thorne Does Phonics - i\\_e](#)

line, five, hide, time, nine, drive fire, write

should, could, where

**Planets** – sh/ch – Watch [Mr Thorne Does Phonics - sh](#) and [Mr Thorne Does Phonics - ch](#)

ships, chats, chips, such, shard, crash, chick, check

some, come, you, her, said, one

**Moons** – ie, igh, -y – Watch [Mr Thorne Does Phonics - ie](#), [Mr Thorne Does Phonics - igh](#) and [Mr Thorne Does Phonics - -y](#)

pie, tie, tight, light, sight, my, by, shy

her, of, were, there

**Comets** – cvc – a middle – sat, tap, pan, mat, man, cat, car, hat, had, ran, ram, dam.