

## Dalbeattie Primary School - Home Learning – P3

### Numeracy – Addition and Subtraction

#### All groups:

**Sumdog** – Addition and Subtraction challenges

**Circles** – Addition to 100 – Adding tens and units. This week we are adding 2 digit numbers together where we add the tens then add the units. Sums will look like this:  $34 + 53 = ?$  We would start by adding the tens:  $30 + 50 = 80$ . Then the units:  $4 + 3 = 7$  Then we have:  $80 + 7 = 87$ .

Please complete worksheet on Dojo.

**Squares** - Phase 4.3 I can add within the teens – We are looking for quick recall of adding sums by looking for the smaller sums within the big sums. E.g  $12 + 7 = ?$  We might know  $2 + 7$  quickly and this will help us calculate the big sum quickly. We can also use our counting strategy by putting the big number in our heads and counting on. Phase 4.4 I can subtract within the teens. We are now going to use a similar strategy for subtraction.  $16 - 4 = ?$  We might know  $6 - 4$  and use this small sum to help us with the bigger sum. We are trying to calculate these sums without relying on a number line or concrete materials.

Please complete the two worksheets sent on Dojo.

**Triangles** – Phase 2.5 – I know my makes tens facts. This week we are revising our friends that make ten. Remember all the practise we had using our tens frames and remember our little rhyme :

1 and 9 are feeling fine  
2 and 8 are never late  
3 and 7 come from heaven  
4 and 6 like to play tricks  
5 and 5 come alive!

Phase 2.6 - I use my makes tens facts to subtract. Now we are going to use our makes tens facts to help us to subtract. If we know that  $3 + 7 = 10$  then we know that  $10 - 7 = 3$ . Please complete the two worksheets through Dojo.

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

#### All groups:

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

**Sumdog** – Place value/Number challenge

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

- Revise oral counting, **forwards in tens**, from different numbers. e.g. counting from 288-328 you would say '288, 298, 308, 318, 328.'
- If you are confident with forward number sequences, revise counting **backwards in tens**, from different numbers. e.g. counting from 936-886 you would say '936, 926, 916, 906, 896, 886.'
- Write numbers on small pieces of paper. An adult could ask you, 'What is the number **10 more**? What is the number **10 less**?
- 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 49-55, 67-73 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 44-36, 86-78 etc.
- Write numbers on small pieces of paper. An adult could ask you, 'What is the number **before/after/between**? What is **one more/less**?
- Try this game on Topmarks - [Chopper Squad](#) (Select 'One More Or Less, 1-100'
- Complete the worksheet in your Dojo Activities.

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

- Count forwards from different numbers whilst throwing a ball or tapping different body parts. e.g 8, 9, 10, 11 or 13, 14, 15, 16 etc.
- Use items in the house/garden (collect bottle lids, use small toys, stones, leaves etc) to count or make a group of a given number. An adult could ask you: 'Can you show me 6 items?' 'How many items are there on the table?' 'Add one more, how many now?' 'Take one away, how many now?'
- Complete the worksheets in your Dojo Activities.

### Maths - Time

#### All groups:

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

**Sumdog** – Time challenge

**Quarter past** – This week our focus is learning about quarter past on an analogue clock. The big hand is at the 3 and the little hand tells us which hour it is. The children need to understand that quarter past is 15 minutes after the hour. Try and show them the big hand moving round from 7 o'clock, counting in 5s until it gets to 15 minutes. This helps them to see that it was 7 o'clock and 15 minutes have passed and it is now 15 minutes after 7 which we call quarter past. Encourage the children to say it as both quarter past 7 and 15 minutes after 7 or 7.15. This will really help when we come onto digital time. They also need to understand that this is a quarter turn of the clock, a quarter of an hour.

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. It is a good idea to mix up some o'clock, half past and quarter past times for the children to make them think.

#### Follow Up work

Time activity sheets will be sent through Dojo on Monday.



## Literacy – Reading

### All groups:

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

### **Teach Your Monster to Read**

\*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.

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

\***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?

\*Read and discuss the story Neeps and Tatties (on the blog). Then listen to the author read the story [here](#).

\*Complete 2 or 3 of the Neeps and Tatties comprehension activities (on the blog).

## 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:  
-cut out letters from a newspaper or magazine to make your spelling words.

-write your spelling words on a family member’s back, can they guess the words?

- 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.

\*Write an invitation to someone you know to a Burns Supper. Include their name, what you are inviting them to, the time and place, who it is from and if they have to wear something special.

**Remember – capital letters, full stops and neat presentation.**

\*Look at the Scottish Foods powerpoint (on the blog).

\*Can you include the menu for your Burns Supper with the invitation? Design a three course menu using Scottish produce.

You’ll need:

-a title  
-subheadings for each course – Starter, Main Course, Dessert.

-a detailed description of your menu choices. Remember to use adjectives to add detail - delicious, homemade, local, fresh etc.

-an illustration for each course.

### **Other – Topic – Scotland**

- This term we usually learn a Scots poem and perform it for our class as part of our poetry competition. We would like to do this from home this year. Maybe you could perform for your family on Burns' Day.

\*Continue learning 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 the week.

\*Learn about Robert Burns and complete the worksheet about him (powerpoint and worksheet on the blog).

\*Have a look at these [tours of some Scottish places linked to Robert Burns](#).

\*Research your own family tartan, you could use it to help you with your art task. Maybe you have a piece of tartan clothing or accessories that you can wear on Monday 25<sup>th</sup> to celebrate Burns Day.

\*Scottish foods – can you find a Scottish flag or the words 'Made in Scotland' on any foods in your house? Go on a hunt to see what you can find. Maybe you could have a taste test. Let us know if you have any Scottish themed foods this week for Burns Day.



### **Other – Topic/Art**

\*[Mrs Harris' Art lesson](#) – Shape – Semi-circle

\*If you are having a special dinner for Burns Day you could design a special Scottish themed placemat for the table or even for everyone in your family. You could maybe do a tartan, Scottish flower or Scottish animal theme. You could draw/colour, paint/print, weave paper or even design on the computer and print them off.

### **Other – HWB/PE**

\*[Mrs Gray's PE lesson](#) - she would love to see pictures of you in action. You can email her at [gw08grayjan@ea.dumgal.sch.uk](mailto:gw08grayjan@ea.dumgal.sch.uk)

\*Oti's Boogie Beebies – Cbeebies Channel at 8.25am weekdays and available on [iPlayer](#).

\*[PE with Joe Wicks](#) - Live at 9am Mon, Wed and Fri and available on catch up.

\*Active Schools Challenge week 3 of 5.

**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 – Things That Sting

**Group 3** - Book band 6: Orange – Zoom Out

**Group 4** - Book band 5: Green – The Strange Beast

**Group 5** – Book band 4: Blue – Tom, Dad and Colin

**Group 6** - Book band 2: Red – Spots

**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.

set, ten, pet, pen, net, met, men, hen, hem, red, den.

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 e t = set, p e n = pen 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** – \_y, ie, igh and i\_e review – Watch [Alphablocks](#)

why, sty, cries, tied, bright, flight, bride, crime

could, where, what

**Planets** – th – Watch [Mr Thorne Does Phonics - th](#)

then, path, that, thin, this, moth, bath

you, her, said, one, of

**Moons** – oa – Watch [Mr Thorne Does Phonics - oa](#)

boat, coat, goat, loaf, road, soap

into, here

**Comets** – cvc – e middle – set, ten, pet, pen, net, met

I, the