

Primary 4 Daily Plan	Date: Friday 12 <sup>th</sup> June
Curricular Area	Tasks
Numeracy and Maths	<p><b>Mental Maths Games</b> - Play some games on <b>Sumdog</b> to test your skills.</p> <p><b>Mental Maths</b> - Scroll down to see some ideas for multiplying by 4 and 8. Do a little bit each day if you can. We have uploaded a hundred square template and a number line template that you can use for some of the activities. You could also use this interactive link below. Click the button marked 1-100 and use the paint tool to investigate 4 and 8 times table patterns.  <a href="https://www.topmarks.co.uk/learning-to-count/paint-the-squares">https://www.topmarks.co.uk/learning-to-count/paint-the-squares</a></p> <p><b>Problem Solving</b>            Try the <i>Treasure Hunt</i> and <i>Stamps</i> problems. For the <i>Treasure Hunt</i> problem, make sure you use all 3 jewels each time. For the <i>Stamps</i> problem, try making an organised list. If you enjoyed these problems, make up similar ones of your own for a family member to solve. Have fun! Answers will be posted at 3pm.</p>
Literacy and English	<p style="text-align: center;"><b>Skill - Spelling Revision</b></p> <p>Practise spelling the <b>Unit 11 -less, -ful, -ly words</b> listed below. You could test yourself on Spelling City.</p> <p style="text-align: center;">weekly, kindly, likely, friendly, wishful, hopeful, painful, forgetful, careless, homeless, speechless, fearless</p> <p><a href="https://www.spellingcity.com/MissCharnley/">https://www.spellingcity.com/MissCharnley/</a></p> <ul style="list-style-type: none"> <li>• Scroll down until you find the correct sound (Book 1 List 11)</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <p>Go to the address below -  <a href="https://literacytrust.org.uk/family-zone/9-12/book-hopes/">https://literacytrust.org.uk/family-zone/9-12/book-hopes/</a>            Scroll down to where it says <b>Read the Book</b> and click on the front cover. Find the <b>Contents</b> page and read a selection of extracts from the <b>DIY</b> section of the book (p320 - 336).            There are a selection of follow up activities posted for you to try today. You can show us your responses on Seesaw.</p>

<p>Health and Wellbeing</p>	<p style="text-align: center;"><b>Health and Wellbeing Family Challenge</b></p> <p>Open the Health and Wellbeing PDF on Seesaw to find details of the optional family challenge for this week.</p>
<p>Health and Wellbeing</p>	<p style="text-align: center;"><b>Stay Active</b></p> <p>Find some time to stay active and keep fit. Remember you can do P.E. with the Body Coach, Cosmic Kids Yoga or simply go outside and play, skip or run around. There are also lots of fun <i>Go Noodle</i> videos on Youtube to help you stay fit and healthy!</p> <p style="text-align: center;"><b>Citizenship - Go Givers</b></p> <p>With your helper, discuss the Our Community slides. Who helps you in the community? How can we help care for others? There are a couple of follow up activities for you to choose from as well. Looking forward to seeing all your super ideas.</p>
<p>Skills to develop this week</p>	<p>Help to empty the bins around the house this week. Remember to always wash your hands after handling rubbish bins.</p>

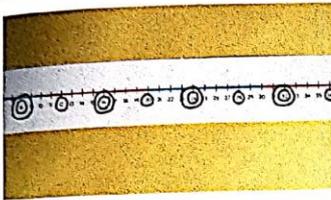
# Week 3: Counting

## Count from 0 in multiples of 4 and 8 (*relational understanding*)

**Resources:** number lines, 100 squares, playing cards

**Vocabulary:** number, zero, one, two, three ..., ten, twenty, thirty ..., one hundred, two hundred ..., one thousand, how many?, count, count up / to / on / back, count in fours, eights, fifties, hundreds, more, less, many, few, tally, odd, even, every other, skip count, how many times?, multiple of, sequence, continue, predict, pattern, pair, rule, relationship

### Monday



Give each pupil a number line from 0–100 (or ask them to draw one on their whiteboards or on long strips of paper). (Some pupils may benefit from a number line with numbers on rather than a blank one.)

Ask pupils to circle the first 12 multiples of 4 and the first 12 multiples of 8.

### Tuesday



Give each pupil a 100 square.

Pupils count together in fours from 0–100, circling the multiples of 4 as they count. Repeat with multiples of 8. Two different colours could be used.

Ask pupils what they notice about the multiples of 4 and the multiples of 8. Can they form a 'rule' about the relationship between counting in fours and counting in eights (i.e. counting in eights is double counting in fours)?

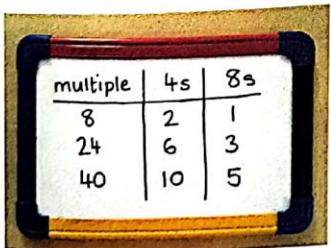
### Wednesday



Give each pair of pupils a whiteboard and pen.

Pupils draw a grid, as shown. Show pupils a playing card and ask them to write that multiple of 4 and 8 on their whiteboards. Encourage them to use objects if they need to. Can they find an easy way to find the multiples of 8 (i.e. double the multiple of 4)?

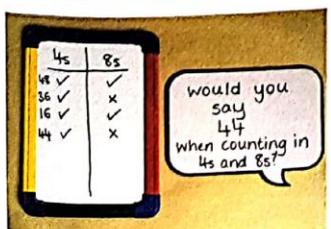
### Thursday



Give each pair of pupils a whiteboard and pen.

Pupils draw a grid, as shown. Call out a multiple of 8 up to 48 (e.g. 40). Ask pupils to count together to that number, first in fours and then in eights, using their fingers to find the number of counting steps there are to the target number. Repeat. Can they find an easy way to find how many counting steps for eights (i.e. halve the number of steps for fours)?

### Friday



Give each pupil or pair of pupils a whiteboard and pen.

Pupils draw a grid, as shown. Call out a multiple of 4 up to 48 (e.g. 44) and ask if we would say that number when counting in fours and eights. Count aloud to 48, first in fours and then in eights. Pupils write the number and tick or cross as appropriate.