

Primary 4 Daily Plan	Date: Monday 20 th April
Curricular Area	Tasks
<p>Numeracy and Maths</p>	<p style="text-align: center;">Skill - Number work</p> <p>Play some games on Sumdog to test your skills.</p> <p>Mental Maths - Scroll down to see some ideas for skip counting in 2s. You could use Lego bricks, small figures, buttons, coins etc. to count with. Practise a little bit each day if you can.</p> <p>Written Task (Optional) Practise multiplying by 2 and 3 using the one of the TJ Mild, Hot or Extra Hot tasks. Choose the level you are comfortable with - You do not need to do all of the tasks. Answers will be posted at 3pm.</p>
<p>Literacy and English</p>	<p style="text-align: center;">Skill - Spelling Revision</p> <p>Spelling - Practise spelling the Unit 3 words with prefixes listed below. You could practise writing your words using fancy letters. Remember, a prefix is a group of letters added to the beginning of the word to change the meaning.</p> <p style="text-align: center;">untidy untie unwell dislike disobey disagree decode defuse refill revisit preset preview</p> <p>Extra Spelling tasks (Optional) - go to https://www.spellingcity.com/MissCharnley/</p> <ul style="list-style-type: none"> • Scroll down until you find the correct sound Book 1 List 3 • Try some games or test yourself on this week's words. • Choose one of the Mild, Hot or Extra Hot spelling tasks posted today. You do not need to do all of the tasks.

Health and Wellbeing	<p style="text-align: center;">Stay Active</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.</p>
Other Curricular Areas	<p style="text-align: center;">French</p> <p>Practise saying your name and age in French. There is a short worksheet you could try as well. Remember there are lots of French songs on Youtube that you can sing along to as well.</p> <p>https://www.youtube.com/watch?v=UsEz58BblMY</p>
Skills to develop this week	<p>Make your bed each day this week, if you have a little brother / sister perhaps you could help to make their bed too.</p>

Week 1: Counting

Count in steps of 2 from 0, forward and backward

Resources: objects, bowls, cubes

Vocabulary: number, numeral, zero, one, two, three ..., twenty, thirty ..., one hundred, none, how many?, count, count up / on / down / back, count in ones, twos, threes, fives, tens, many, few, odd, even, every other, how many times?, pattern, pair, ones, tens, exchange, digit, 'teen' numbers, first, second, third ... hundredth, last, before, after, next, between, multiple of, sequence, continue, predict



Monday

Give each pupil a bowl containing at least 20 objects.

Each pupil counts out 20 objects. First, ask pupils to place their objects in a single row. Next, count together from 0–20 in ones, pointing to each object in turn.

Then ask pupils to put the objects into pairs. Count out loud together, saying the odd numbers quietly and the even numbers (i.e. the multiples of two) loudly.



Tuesday

Give each pupil 20 cubes, 10 of one colour and 10 of a different colour.

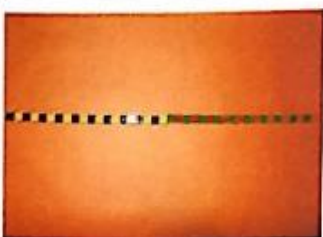
Pupils create a tower of 20 cubes, alternating the colours. Ask pupils to count together from 0–20 in ones, and then count backwards to 0. Next, ask pupils to skip count by counting every other one; start at 0 (0, 2, 4, 6, 8 ... 20), and then count backwards to 0.



Wednesday

Use Tuesday's cubes.

Count together from 0–20 in twos, and then count backwards in twos to 0. Ask pupils to sort the cubes into twos and place next to each other in a column. Together, count the cubes again; start at the bottom and move up the column counting in twos to 20, then count backwards to 0.



Thursday

Pupils work in fours to create a tower of 40 cubes, using the cube towers from earlier in the week.

Ask pupils to count from 0–40 in ones, and then count backwards to 0. Next, ask them to skip count by counting every other one; start at 0 (0, 2, 4, 6, 8 ... 40), and then count backwards to 0.



Friday

Using Thursday's towers of 40 cubes and working in pairs, pupils count from 0–40 in twos, and then backwards to 0 in twos. Ask pupils to sort the cubes into twos and place next to each other in a column. They count the cubes again, starting at the bottom and moving up the column counting in twos. When they reach 40, they count backwards to 0.