

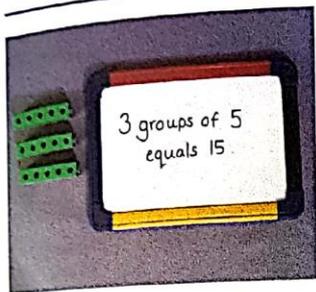
Primary 4 Daily Plan	Date: Monday 11 th May
Curricular Area	Tasks
Numeracy and Maths	<p style="text-align: center;">Skill - Number work</p> <p>Play some games on Sumdog to test your skills.</p> <p>Mental Maths - Scroll down to see some ideas for multiplying and dividing by 5. You could use Lego bricks, small figures, etc. to count with. Do a little bit each day if you can. There is a hundred square template and a number line template uploaded today that you can print and use for some of the activities. You could also use a measuring tape or this interactive link below. Click the button marked 1-100 and use the paint tool to investigate 5 times table patterns.</p> <p>https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Written Task (Optional) Practise multiplying and dividing using one of the TJ Mild or 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>
Literacy and English	<p style="text-align: center;">Skill - Spelling Revision</p> <p>Practise spelling the Unit 6 i-e, igh, y words listed below. You could write silly sentences using your words. If you have time, you could have fun adding picture clues as well.</p> <p>fly, sky, spy, shy, cycle, python, sigh, sight, fight, flight, right, bright, side, slide</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 unit - Book 1 List 6 • 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. Answers will be posted at 3pm.

<p>Health and Wellbeing</p>	<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. There are also lots of fun <i>Go Noodle</i> videos on Youtube to help you stay fit and healthy!</p> <p>You could also go to Youtube and try some of the Just Dance videos to get moving.</p> <p>Have fun!</p>
<p>Other Curricular Areas</p>	<p style="text-align: center;">Art and Design/ Outdoor Learning</p> <p>Look outside for bugs and creepy crawlies. If the weather isn't good you could look them up online or in a reference book. Use the PDF drawing guide to create your own artwork of Bold Bugs! Share your work with us on Twitter or Seesaw. You can also watch a video of this project at _</p> <p>https://www.deepspacesparkle.com/bold-bugs-beetles-draw-paint-along-with-patty/</p> <p>Think about - What colours will you use? What materials would make this artwork more effective? What patterns could you use? Can you blend colours or shade some areas look darker or lighter?</p> <p>Reflect on your work - What went well? What would you change if you were doing this project again?</p>
<p>Skills to develop this week</p>	<p>Ask your adult helper if you can help with preparing the meals this week. Can you help make sandwiches? Can you wash the fruit and vegetables? Always ask an adult for permission before working in the kitchen.</p>

Recall and use multiplication and division facts for the 5 multiplication table

Resources: counting stick / 100 square, cubes

Vocabulary: \times lots of, groups of, times, multiply, multiplied by, multiple of, once, twice, three times ... twelve times, n times as (big, long, wide, etc.), repeated addition, array, row, column, double, \div , halve, share, share equally, one each, two each, three each ..., group in pairs, threes ... tens, equal groups of, divide, divided by, divided into, left, left over



Monday

Start by counting in fives from 0–60 and back again, using either a counting stick or a 100 square to support.

Ask each pair of pupils to make 3 towers of 5 cubes.

Write '3 groups of 5 equals 15' on the board and ask pupils to prove it in as many different ways as they can. Take photographs to display throughout the week.

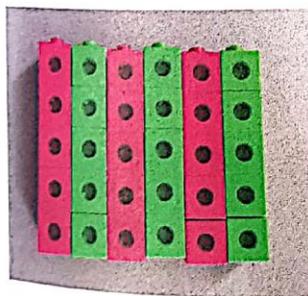


Tuesday

Start by counting in fives from 0–60 and back again, using either a counting stick or a 100 square to support.

Give each pair of pupils 12 towers of 5 cubes and a whiteboard and pen.

Count together in fives, forwards and backwards, putting down a tower of 5 cubes each time. Practise again, starting from different multiples of five.



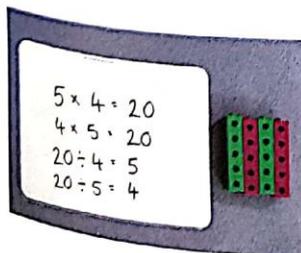
Wednesday

Start by counting in fives from 0–60 and back again, using either a counting stick or a 100 square to support.

Give each pair of pupils the towers of 5 cubes from Tuesday and a whiteboard and pen.

Ask pupils to create an array from 6 towers of 5 cubes. Ask them to write both facts ($5 \times 6 = 30$ and $6 \times 5 = 30$).

Now ask how many rows of 5 there are in 30. Model writing $30 \div 5 = 6$. Next ask pupils to rotate the array to see how many rows of 6 there are in 30. Model writing $30 \div 6 = 5$. Highlight all the facts relating to this array ($30 = 6 \times 5$, $6 = 30 \div 5$, etc.).



Thursday

Give each pair of pupils the towers of 5 cubes from Wednesday and a whiteboard and pen.

Call out a multiple of five as a multiplication table fact (e.g. 3×5). Ask partner 1 in each pair to make an array that demonstrates this. Partner 2 records both multiplication facts relating to the array. Then together they write the two related division facts.

Friday

Repeat Thursday's activity, with pupils swapping roles.