

Primary 4 Daily Plan	Date: Monday 27 <sup>th</sup> April
Curricular Area	Tasks
Numeracy and Maths	<p style="text-align: center;"><b>Skill - Number work</b></p> <p>Play some games on <b>Sumdog</b> to test your skills.</p> <p><b>Mental Maths</b> - Scroll down to see some ideas for skip counting in 3s. You could use Lego bricks, small figures, buttons, coins etc. to count with. Practise a little bit each day if you can. There is a hundred square template uploaded today that you can print and 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 3 times table patterns.</p> <p><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>Written Task (Optional)</b> Practise multiplying using 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>
Literacy and English	<p style="text-align: center;"><b>Skill - Spelling Revision</b></p> <p>Practise spelling the <b>Unit 4 -le words</b> listed below. You could practise using your words in a sentence.</p> <p style="text-align: center;">candle handle paddle middle angle bangle rectangle jingle single jumble tumble crumble grumble</p> <p><b>Extra Spelling tasks (Optional)</b> - go to <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 unit - <b>Book 1 List 4</b></li> <li>• Try some games or test yourself on this week's words.</li> <li>• Choose one of the Mild, Hot or Extra Hot spelling tasks posted today. You do not need to do all of the tasks.</li> </ul>

<p><b>Health and Wellbeing</b></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><b>Other Curricular Areas</b></p>	<p style="text-align: center;"><b>Art and Design</b></p> <p>Take a look at the <i>Make Your Own Character</i> sheet. Use the ideas to create some fun characters and draw them in a funny scene. You could write a little bit about your characters too and give them funny names. Will you draw them in colour or in black and white? Show us your ideas on Seesaw.</p>
<p><b>Skills to develop this week</b></p>	<p>Help with the washing. Ask your adult what activities they would like you to help with, this could be folding the towels, pairing up the socks or taking the washing to the appropriate rooms to be put away.</p>

## Count in steps of 3 from 0, forward and backward

**Resources:** objects, cubes, 100 squares

**Vocabulary:** number, numeral, zero, one, two, three ..., twenty, thirty ..., one hundred, none, how many?, 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 30 objects.

Together count from 0–30 in ones, pointing to each object in turn.

Ask the pupils to put the objects into threes. Count out loud together, saying the multiples of three loudly and the other numbers quietly.



### Tuesday

Give each pupil 30 cubes, 10 each of three different colours, placed as shown.

First, count together from 0–30 in ones, and then count backwards to 0.

Next, ask pupils to skip count by counting every third one; start at 0 (0, 3, 6, 9, 12 ... 30) and then count backwards to 0.



### Wednesday

Use Tuesday's cubes.

Count together from 0–30 in threes, and then count backwards in threes to 0. Highlight that pupils count aloud on every black cube. Ask pupils to separate the cubes into threes and place in a column. Together, count the cubes again; start at the bottom and move up the column counting in threes to 30. Then count backwards to 0.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Thursday

Display a large 100 square.

Count quietly from 0–30 in ones. When you reach a multiple of three, encourage pupils to shout out the multiples of three while you circle the number. When you reach 30, count backwards to 0 in the same way.

Ask if pupils can see a pattern when counting in steps of 3.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Friday

Display a large 100 square.

Remind pupils about Thursday's activity. Ask what patterns pupils remember when counting in steps of 3.

Count quietly from 0–60 in ones. When you reach a multiple of three, circle the number on the board and encourage pupils to shout out the multiples of three. When you reach 60, count backwards to 0 in same way.