

Primary 4 Daily Plan	Date: Friday 1 st May
Curricular Area	Tasks
Numeracy and Maths	<p style="text-align: center;">Skill - Number work</p> <p>Mental Maths - 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. Use Monday's hundred square template or the interactive link below to investigate 3 times table patterns.</p> <p>https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Mental Maths Games - Go to Sumdog and test yourself.</p> <p>Problem Solving Try the <i>At the Toy Shop</i> and <i>Ben's Numbers</i> puzzles below. For the <i>At the Toy Shop</i> problem you might want to use the draw a picture strategy. For the <i>Ben's Numbers</i> problem you might want to use the guess check and improve strategy or the make an organised list strategy. Have fun! Answers will be posted at 3pm.</p>
Literacy and English	<p style="text-align: center;">Skill - Spelling Revision</p> <p>Use the Spelling City website to test yourself on the words for this week. You could also try and write as many -le words as you can in a minute. How many can you write correctly in 2 minutes? Or 5 minutes?</p> <p>https://www.spellingcity.com/MissCharnley/</p> <ul style="list-style-type: none"> • Scroll down until you find the correct sound (Book 1 List 4). • Try some games or test yourself on this week's words. <p style="text-align: center;">candle handle paddle middle angle bangle rectangle jingle single jumble tumble crumble grumble</p> <p style="text-align: center;">Reading for Pleasure</p> <p>Choose a favourite fiction book or picturebook. Complete the Storymap graphic organiser to tell us about the characters, the problem and the solution. You could illustrate your notes if you wish.</p>

<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 try out this fun Super Movers activity about making good decisions -</p> <p>https://www.bbc.co.uk/teach/supermovers/ks1-pshe-right-and-wrong-with-naomi-wilkinson/zvmcpg8</p>
<p>Other Curricular Areas</p>	<p style="text-align: center;">Outdoor Learning</p> <p>Try to make a map of your local area. Try to include some important landmarks that you might pass on your daily walk and a key to show what the symbols represent. Here is a BBC Bitesize link with more fun mapping activities -</p> <p>https://www.bbc.co.uk/bitesize/articles/zhtyv7</p>
<p>Skills to develop this week</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.