

| Primary 4 Daily Plan | Date: Monday 8 th June |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 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.</p> <p>https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Written Task (Optional) Practise multiplying 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 11 -less, -ful, -ly words listed below. Try writing your words three times. Choose a few words and look them up in the dictionary.</p> <p style="text-align: center;"><i>weekly, kindly, likely, friendly, wishful, hopeful, painful, forgetful, careless, homeless, speechless, fearless</i></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 11 • 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.</p> <p>You could also go to the address below and play the games Active Pairs or It's Snowing! Have fun!</p> <p>https://www.activekidsdobetter.co.uk/active-home</p> |
| <p>Optional Family Challenge</p> | <p>Go to Seesaw to see the optional family art challenge for this week. Share your work on Seesaw and Twitter.</p> |
| <p>Other Curricular Areas</p> | <p style="text-align: center;">French</p> <p>Practise saying the weather phrases in French. You can open the <i>Il pleut?</i> PDF to draw symbols to match the French phrases.</p> <p>Go to the class blog to see a PowerPoint with the French weather vocabulary. Click on the little earth symbols to hear the French pronunciation.</p> <p>You could also keep your own French weather diary for this week. You can create your own or use the template uploaded today. Share your ideas with us on Seesaw.</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> |

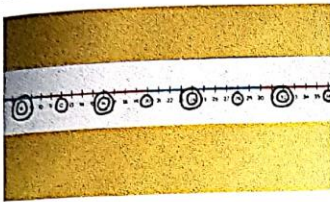
Week 3: Counting

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)?

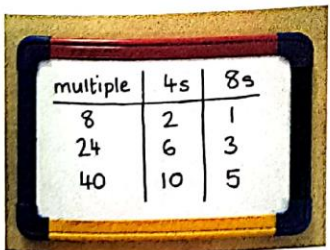
Wednesday



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)?

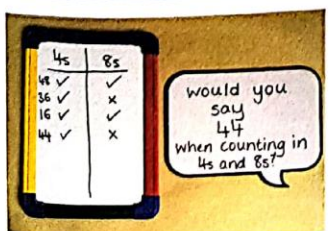
Thursday



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.