Primary 3 Working from Home

Please see the activities below to see the learning planned over the next two weeks. Some of these tasks can be completed over and over again, or can be ongoing for a long time, therefore you do not have to tick them off.

| Reading | Writing | Maths | Health and Well-being | Other curricular |
|--------------------|----------------------------|---------------------------|---------------------------|---------------------------------------|
| | | | | areas |
| Please continue to | Spelling: continue to | Practise the 2, 3, 4, 5, | Continue to wash hands | ICT/Music: |
| read your reading | practise your common | 6 and 10 times tables. | using the steps we have | https://www.bandlab.c |
| books using the | words in the word wall | | practised. | <u>om/</u> |
| Oxford Owl site | at the front of your | | | (Instructions will be |
| and tasks | spelling homework | | | posted on Blog and in |
| associated posted | book. | | | Files section of Teams) |
| by your teachers. | | | | |
| Write 5 opinions | Write your spelling | Multiplication of | Choose one piece of food | RME: Make a floor |
| you have about | words using your | numbers: 2 digit by 1 | you have at home. Can | plan of a church |
| space e.g. I think | writing hand and then | digit, 3 digit by 1 digit | you research where it | drawing all the rooms |
| the moon is made | write them again using | and if you can, try | comes from and how it is | and objects and |
| of cheese. Then | your non-writing hand. | sums of 3 by 2. Try | made? Thinking about | labelling them. |
| research your 5 | Can you practice | the sums that will be | food chains try to write | , , , , , , , , , , , , , , , , , , , |
| opinions and write | becoming good with | put up on the Blog | down what your food | |
| down what the | both? | and in assignments in | starts as (producer) and | |
| facts are. | | Teams. | how it becomes food for | |
| | | | you (consumer). | |
| Use your research | Write a list for yourself. | Can you carefully | Go outside for a short | Topic – Look at |
| skills to read for | It could be a list of | deconstruct a | walk. Listen to the | https://www.natgeokid |
| information about | things to do, a | cardboard box (cereal | different sounds you can | s.com/uk/category/disc |
| your chosen | shopping list, a list of | box, biscuit box, coffee | hear when out and about. | over/animals/ |
| animal for your | things you have done, | / tea box) to have a | Can you identify them? | to create a power |
| power point. (*See | but make sure you | look at the net. What | | point showing |
| other areas) Use | have used your | 3D shape does the box | | information about |
| books or the | commas within the list | make? Can you draw | | your chosen animal. |
| internet for | correctly. | around the net of the | | |
| information. | | box and create | | |
| | | another one? | | |
| Read a book from | Imagine you are a | Shape — try to identify | Stay active, take part in | French - Use the |
| home for | robot seeing the world | as many shapes as | at least 30 minutes of | following website to |
| enjoyment. | for the first time. | you can around your | exercise a day. | practise your French |
| | Describe everything you | home. Look for shapes | | language: |
| | can see, hear, touch, | within shapes, are | | https://www.bbc.co.uk/ |
| | taste, feel. Describe | there patterns made | | bitesize/subjects/zr8jmp |
| | how you move and | up of shapes? Write | | <u>3</u> |
| | what you are made | down all the ones you | | |
| | from. | find. | | |
| Find 10 | Use your research skills | Have a look at the | Use one of the animals | Science - Find out |
| interesting words | and what you have | following sums and tell | you have researched for | what the phases of the |

| in your reading | read to write yourself | us what you notice. | your Topic/ Reading to | Moon are. Can you |
|-------------------------|-------------------------------|-----------------------|----------------------------------|-------------------------|
| books. Use a | some notes. Use your | Work out the answers | find out about how | find a creative way to |
| thesaurus to come | notes to add to the | in your own way. Can | people care for that | make a display |
| up with <u>at least</u> | power point <i>(See other</i> | you use one sum to | animal, for example in a | showing the Phases. |
| 2 alternative | areas*) | help work out the | Wildlife Park or at home | You could make a |
| words. See if you | | other? | if it is a pet? Create a | hanging decoration, a |
| can write 5 | | | poster showing how to | poster, a Power point, |
| sentences using | | 4 x 7 and 2 x 14 | take care of your chosen | or you can find your |
| any of your new | | | animal. | own? |
| words. | | Discuss your findings | | |
| | | with an adult | | |
| Use Education | Practise using your | Use Education City to | Explore <u>http://www.rspca-</u> | Art - Can you design |
| City to practise | linked handwriting | practise your | <u>education.org.uk/</u> to find | your own planet? |
| your Literacy | letters. | Numeracy Skills. | out how to care for a | What colour is it, are |
| Skills. Search | | Search using First | variety of animals in | there aliens and what |
| using First Level | | Level filters. | different ways. | do they look like, etc? |
| filters. | | | | |