



P3 LEARNING FROM HOME

WHEN NOT ABLE TO ATTEND SCHOOL

In the event your child is absent from school due to self isolating, but well and able to do school work we are providing the **WHOLE WEEKS** learning plans to follow along as best you can at home.

A suggested timetable would be:

Monday- Literacy Day 1, Numeracy day 1, Maths, RME

Tuesday- Literacy Day 1, Numeracy day 2/ Topic

Wednesday- Numeracy day 3/ PE or Outdoor activity if possible, Literacy 3 (Picture plan)

Thursday- Literacy Day 4- Numeracy day 4/ or Maths Lesson, PE- being active outdoors

Friday- French/ HWB/ REFLECTION ON WEEK/ CELEBRATE WHAT WENT WELL/ WHAT NEEDS TO IMPROVE



Children's Rights



Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13

Every child has the right to find out information and to say what they think unless it harms or offends other people.

Article 14

Every child has the right to think and believe what they want and to practise their religion.

Article 16

Every child has the right to privacy.

Article 19

Every child has the right to be protected from all forms of violence, abuse and neglect.

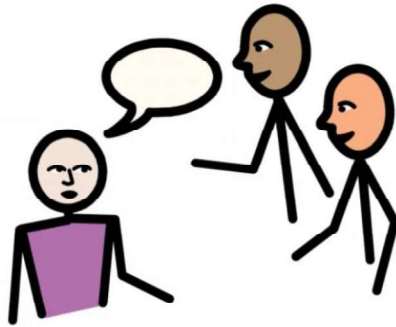
Article 23

Every child with a disability has the right to live a full and active life within the community with dignity and independence.



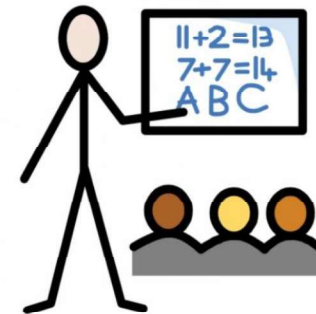
🌐 UNCRC Article 36

I have the right to be kept safe from things that could harm my development



🌐 UNCRC Article 12

I have the right to be listened to and taken seriously



🌐 UNCRC Article 28

I have the right to an education

P3 Timetable Aug- Oct 2021

	8:45-9:00	9:00-10:30		10:30-10:45	11:00-12:30		1:15-3:05	2:45-3:15
Mon	Soft Start	Literacy <u>Reading & Spelling</u>		M I L K A N D S T O R Y	Numeracy		RCCT Mrs Smilie Maths/RME	
Tue	Soft Start	RCCT Miss Foote HWriting/NT	Literacy Reading/ Tricky words		Numeracy		Project/Topic	
Wed	Soft Start	Numeracy			Outdoor Learning/ PE		IDL- Literacy through topic	
Thu	Soft Start	Writing			Reading comprehension/ Grammar		Outdoor Learning/ PE	
Fri	Soft Start	HWB	Reward Time		French		Park @ 11:45	

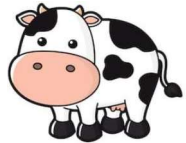
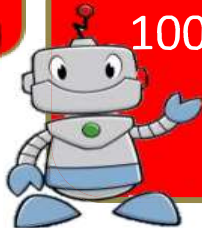
Alternating week between P3c and P3M- Miss Foote will cover from 8:45-9:45



Maths & Numeracy



We are learning to Count collections to 100 or more by partitioning numbers using place value.



How?

Starters

Read

[Ready, Set, 100th Day! | Children's Books Read Aloud](#)

Watch Counting Collections - to see how other children can group and organise collections of objects.

[Counting collections](#)

Look at large jar of objects and ESTIMATE how many.- Reveal as plenary.

Activities

Independent – Must do
ACTIVE TASK

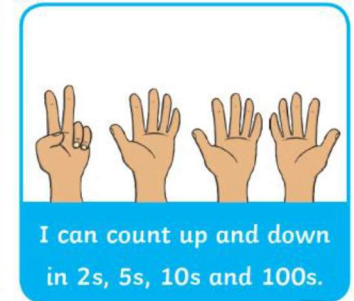
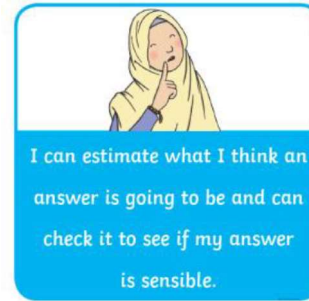
Sort objects into different amounts-

Using beads, lego, cuisnaire rods, loose parts, lolly sticks, paper clips, cards.

Write down how you have sorted them to find out total.

Then choose from

- order numbers using bottle caps/ number cards/ number lines
- Match base ten picture cards to numbers.
- Make number with arrow cards
- ICT **Place Value Basketball on topMarks**



Teacher

Work with children in smaller groups to count collections and make 2 and 3 digit numbers with base ten blocks.

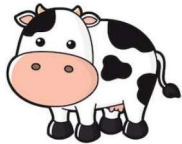
M. Weirs Group

Active Game- throwing ball, counting as touching head to toe etc.

who can write the next 3/ prev 3/ or add 3 - when shown base ten picture card.
numbers and then hit the buzzer/ mental maths quiz, or guess the number, reveal number.



We are learning to Count collections to 100 or more by partitioning numbers using place value.



How?

Starters

Number talk-

How could you make 100

Model htu on abacus using – this will help with blue group jotter task.

<https://mathsbot.com/manipulatives/blocks>

Key Questions:

- What does the 0 represent in 90?
- Explain in your own words why 20 is the number after 19.
- Write the number sixty. What would happen if we added a 2 to the end (602)

Activities

Independent –
Must do.

TEXT BOOK TASK

Green Squares- Group- TJ1b page

Blue Triangles- Group HAM-

Orange Circles- page 13

Then make collections as previous day.

- Match base ten picture cards to numbers.
- Make number with arrow cards
- ICT **Place Value Basketball on topMarks**
- <https://mathsbot.com/manipulatives/blocks>

Teacher

Work with Children to check up on jotter task or mental maths counting off the decade.
M. Weirs Group
Active Game- throwing ball, counting as touching head to toe etc.

who can write the next 3/ prev 3/ or add 3 - when shown base ten picture card.
numbers and then hit the buzzer/ mental maths quiz, or guess the number, reveal number.



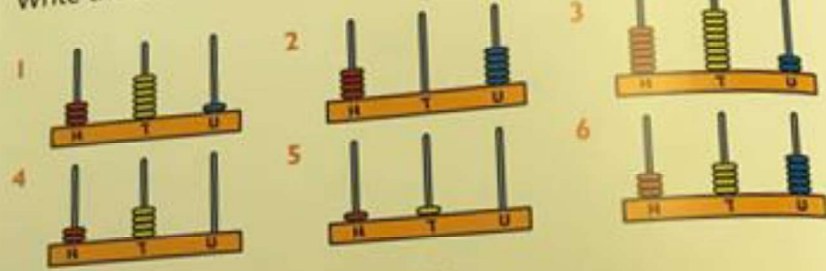
BLUE GROUP -

NPL 4b

Hundreds, tens and units

Write the number shown on each abacus.

1. 361



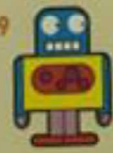


Write all six numbers in order of size.



You have 7 beads on your abacus. How many numbers can you make?

Add £100 to each price.

7. $£347 + £100 = £447$

9		£607	7		£347	8		£281
			10		£84	11		£840
			12		£500	13		£916



I can tell which digits in a number mean hundreds, tens and units and can use this to put numbers in order

GREEN GROUP

Number Processes

Chapter 1 Place Values

Calculators should NOT be used in this chapter.

Whole Numbers

Understand place value for numbers up to 10000.

In the number :- **6295**
 the **6** stands for 6 thousand
 the **2** stands for 2 hundred
 the **9** stands for 9 tens
 the **5** stands for 5 units

$$\begin{array}{r}
 = 6000 \\
 = 200 \\
 = 90 \\
 = 5 \\
 = \hline
 6295
 \end{array}$$



Worksheet 1.1

Exercise 1

- What do the **digits** stand for in the number 3746 :-
 a 3 b 7 c 4 d 67
- What does the **8** stand for in each of these numbers :-
 a 8163 b 2580 c 6758 d 3817?
- Write out the following numbers **in words** :-
 a 1720 b 3586 c 2908 d 8009
 e 937 f 6340 g 9087 h 9876.
- Write the following numbers **using digits** :-
 a four hundred and forty four b nine hundred and six
 c three thousand one hundred and seventy two
 d five thousand two hundred and seven
 e eight thousand four hundred and sixty six
 f seven thousand seven hundred
 g eight thousand three hundred and ninety nine.
 h nine thousand



- Write
 a 10
 c 41
 e 5
 g 2
 i
- Put
 a
 b
 c

Recognise and Order numbers from 30 to 100.

Each full jar still holds 10 sweets.



3 full jars and 4 sweets.



= 34 sweets.

4 full jars and 7 sweets.



= 47 sweets.

This time, we have 6 full jars.

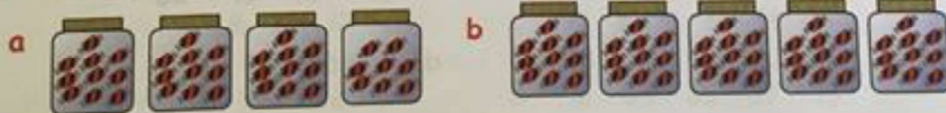


= 60 sweets.

Exercise 3

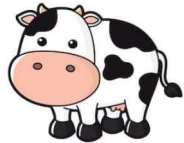
Worksheet 1.4

1. How many sweets?

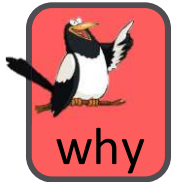




We are learning to Count collections to 100 or more by partitioning numbers using place value.



How?



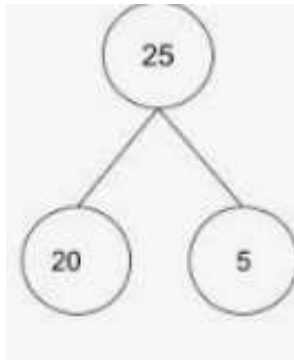
Starters

Model game

<https://www.ictgames.com/sharkNumbers/mobile/>

Key Questions:

- What does the 0 represent in 190?
- Explain in your own words why 200 is the number after 199.



Activities

Independent – Must do.

Finish text book and do board task

Complete any jotter task not done from previous day.

Then, put the numbers on board in cherry model into jotter-see picture to left.

Option to do this outside.

- Make number with arrow cards
- ICT **Place Value Basketball on topMarks**
- <https://mathsbot.com/manipulatives/blocks>
- <https://ictgames.com/mobilePage/arrowCards/index.html>

Teacher

Work with

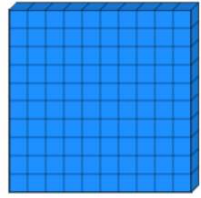
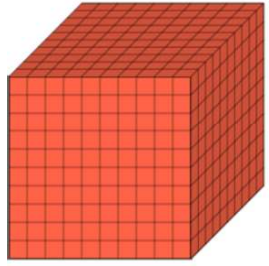
Children to check up on jotter task or mental maths counting off the decade.

M. Weirs Group

Active Game- throwing ball, counting as touching head to toe etc.

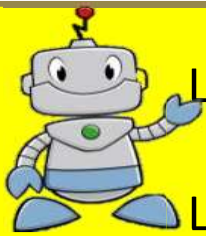
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numbers and then hit the buzzer/ mental maths quiz, or guess the number, reveal number.





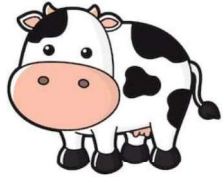
Literacy



Literacy- We are revising the oi/oy sound.

Lesson 1

What?



How?



Do



Write

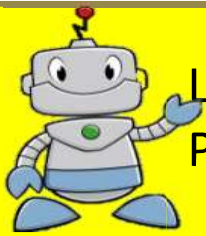


Make



Say

Activity 1- Introduction	Activities	Activity - Adult directed
<p>Introduce sound to the class and go over list of words- spicy and hot.</p> <p>https://www.youtube.com/watch?v=gPeEARPfY8w</p>	<p>Pupils choose from spicy or hot words:</p> <p>Toy Boy Boil Soil oil coin</p> <p>Foil Join Point Toilet Noise enjoy</p> <p>Once pupils have finished, they can choose to make their words from magnetic letters, plasticine, loose parts.</p> <p>Pupils write words in their jotter, each word should be written twice. Then they must use each word to write a sentence.</p> <p>Pink group to complete written task with Mrs</p>	<p>Mrs Weir- Pink group- Draw a picture for each word. Then practise writing each word 3 times. If able write a sentence for one of the words (independently).</p> <p>Teacher job- reading groups. Focus questioning on report writing.</p>

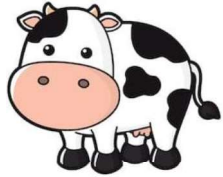


Literacy- We are learning to use and recognise verbs.

Pink- CVC Yellow- Nelson A Red- Nelson 1

What?

Lesson 2



How?



Do



Write

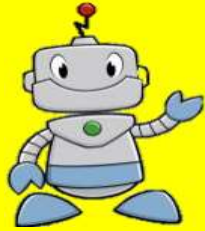


Make



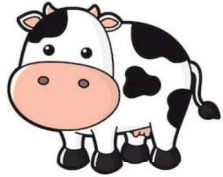
Say

Activity 1- Introduction	Activities	Activity - Adult directed
<p>Read through start of two pages to help explain what a verb is.</p> <p>Watch: https://www.youtube.com/watch?v=j3EYciNco58</p> <p>DISCUSS THIS WITH FOCUS ON REPORT WRITING.</p> <p>A</p>	<p>Pupils complete jotter task using textbooks.</p> <p>Pupils have date and title in jotter. Textbook and page for title?</p> <p>Pink- choose story card and write sentence with Mrs Weir.</p> <p>Yellow- Nelson A, p.12 and 13</p> <p>Red- Nelson 1, p. 26 and 27</p> <p>FF- Once pupils are finished they make tricky words display- write out word (bubble writing, colourful etc) then take a picture of themselves holding this word on iPad.</p>	<p>Teacher job- Work with yellow writers to ensure correct lay-out of grammar text book in jotters.</p> <p>Assess tricky word knowledge.</p>



Literacy- We are learning to write a report about how chocolate is made.
(Talk for writing, making a plan)

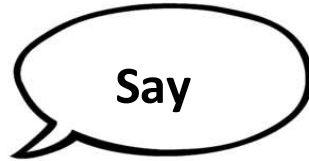
What?



How?



Make



Say

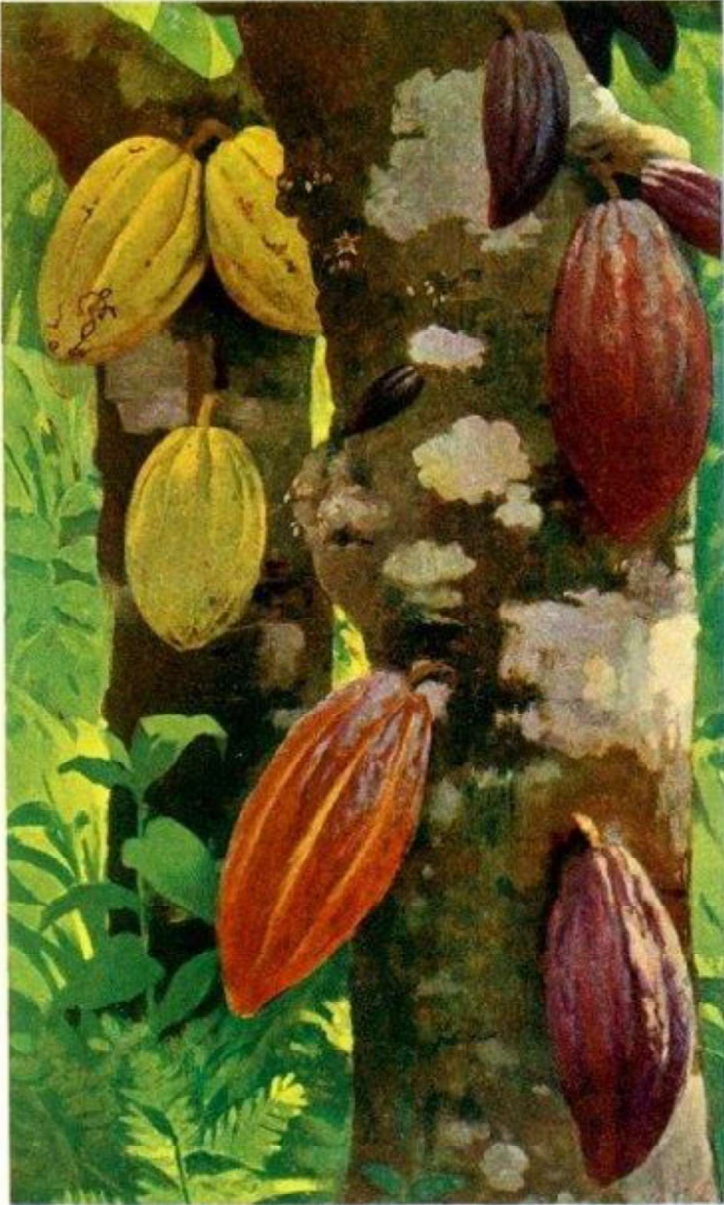


Do



Write

Activity 1- Introduction	Activities	Activity - Adult directed
<p>Use twinkl power point to discuss the process of how chocolate is made. Discuss each of the different stages and make notes as a class.</p>	<p>Pupils split planning page into 5 sections and draw a picture of what happens at each stage of chocolate production. Use prompt on the next page to help. This could be used as sequencing cards within the class. Encourage children to add more detail to their drawings.</p>	<p>Teacher works with pink group on their writing- 'In the soil'.</p> <p>Plenary of whole class sharing pictures plans and ideas for writing tomorrow.</p>



Do it!

Can you put the pictures in order to show where chocolate comes from?

1

2

3

4

5



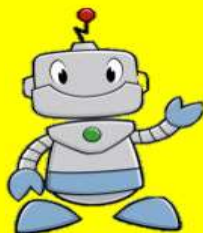
Do it!

Can you put the pictures in order to show where chocolate comes from?



Correct – Well Done!



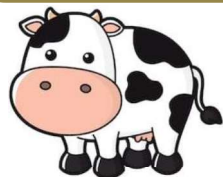


What?

Literacy- We are learning to write a report about how chocolate is made.
(Writing)



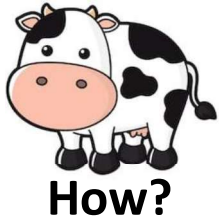
Write



How?

SEE FULLER SUCCESS CRITERIA ON NEXT PAGE

Activity 1- Introduction	Activities	Activity - Adult directed
<p>Use picture plans from previous day to recap prior learning.</p> <p>Discuss each stage of chocolate production and come up with heading for each part. E.g. Pods, Beans, Banana Leaves etc.</p>	<p>Pupils use sub-headings to write information and facts about how cocoa is turned into chocolate. Pupils must add as much detail as possible to their writing.</p> <p>Ensuring they use:</p> <ul style="list-style-type: none"> • include a title • Sub-headings • Topic vocab 	<p>Teacher supports yellow and red writers. Helps to proof-read and correct common errors.</p> <p>PSW works with PINK group to continue writing on 'In the soil'.</p>

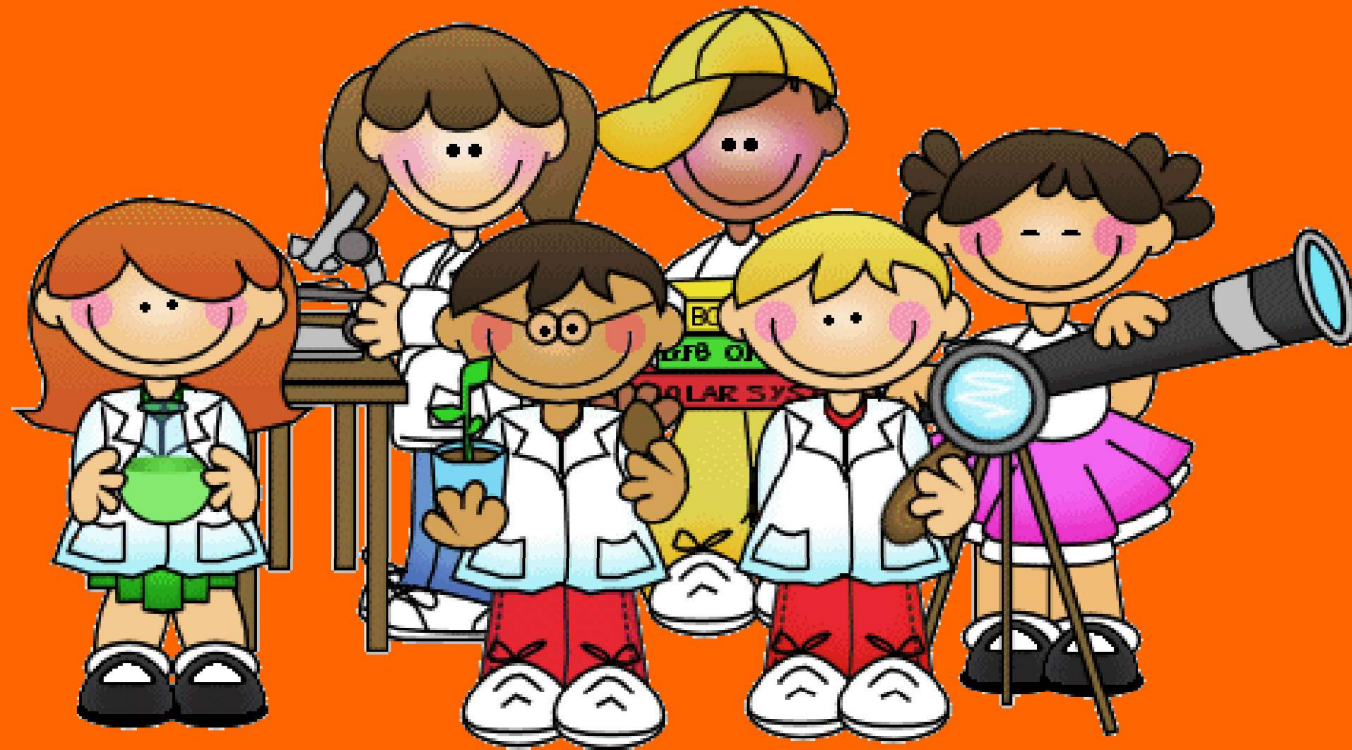


Writing Reports

Report Genre Targets To present information

I can:

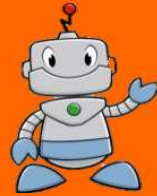
- understand why I am writing and who will read my report (audience and purpose)
- include a title to interest/inform the reader about the subject
- write an opening paragraph that tells the reader what my report is about
- use topic vocabulary such as pod, bean
- use my notes to group the facts together
- give each section of my report a sub-heading and write the facts about that subject in paragraphs using my own words
- aim to write 3 or more paragraphs in my report
- end the report by bringing the main information together
- include pictures/photos/diagrams to tell the reader more information



Topic- Investigation



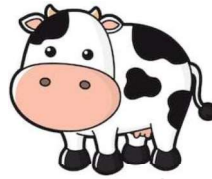
Topic- Investigation




We are learning about plants from the rainforest.

What?

Lesson 1



How?

Activity 1	Activity 2	Activity 3	
<p>Look through pictures of plants/ and food products that come from the rain forest. - Look at print outs or images on next slides https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/rainforests/food-and-medicine/</p>	<p>Create chart of who has tried these foods. https://nces.ed.gov/nceskids/createagraph/</p> <p>Create either</p> <p>3d – pineapple Cocoa pod Avocado Bromeliad</p> <p>Make mini</p>	<p>Look through images of animals and then draw on paper to make class pictogram of the one you are most interested in</p>	

Rainforest Foods



these could be used to cut out and stick on mini lapbooks

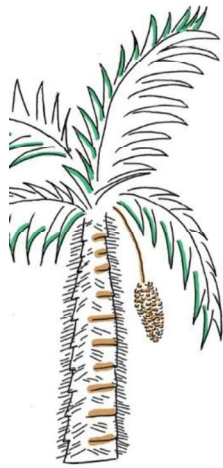
Rainforest Foods

© Teaching **Life** **Learn**
www.teachinglifeandlearn.co.uk
Images: © ThinkStock





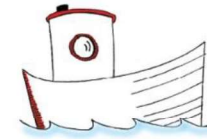
Murumuru From Palm Tree to Shampoo



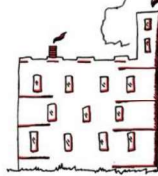
The murumuru palm grows in Brazil's Amazon rainforest. In the state of Pará, harvesters who used to cut down the trees now are paid to gather the palm's fruit.



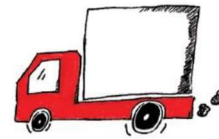
The murumuru fruit must fall to the ground before it is collected. Harvesters remove the pulp and dry the seeds.



The seeds are cracked to extract the oil-bearing kernel inside, then delivered by boat and truck to the Cofruta harvesting cooperative in Abaetetuba. There, the butter is extracted from the kernels.



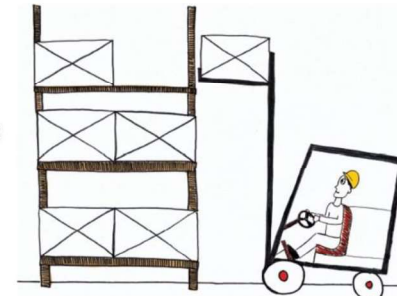
The butter is trucked to Natura's factory in its Ecoparque industrial park east of Belém before being sent to another factory at Cajamar, near São Paulo. Other products are made at Ecoparque.



At Cajamar, murumuru butter is used in shampoo, conditioner and other hair products.



Products are trucked to distribution centers in Brazil and Latin America, where they are sold by 1.35 million Natura consultants.





PE/ Outdoor learning



PE/ Outdoor learning



Stamina and Fitness

Week 2

What?

Wednesday- Pencil Area

Fitness and Stamina stations

Warm up class games:

Running loop- path- far away tree, around pencils and back.

Cups and saucers

Class race- pass ball and run round circle.

Discuss with pupils what stamina is- how do we built stamina.

Stations pupils move round in groups. Pupils work with a partner in their group to count how many reps they can do. They then have to beat that number the next time. Groups stay at each station for 2 mins. 1 min per each person in pair.

They then go around again (2 or 3 times) At the end of each rotation pupils have a time to take a drink etc. In this time discuss as rounds go on how they are feeling how they notice their bodies are changing.

Stations:

1. Star jumps
2. Shuttle runs
3. Burpees
4. Sit ups
5. Squats
6. Ladder run

Thursday- Forest

Orienteering and free play.

Orienteering and free play.

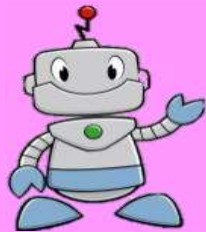
1. In pairs pupils choose rainforest animal. One person goes and hides the animal card in the woods. Then has to direct partner to card using directional language.

2. Blind rope course.

	Round 1	Round 2	Round 3
1. Star jumps			
2. Shuttle runs			
3. Burpees			
4. Sit ups			
5. Squats			
6. Ladder runs			



Modern Languages



**We are revising greetings in French.
We are revising how to use personal information.**

What?



Do



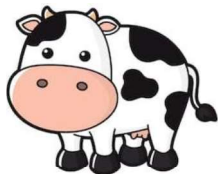
Make



Say



Write



How?

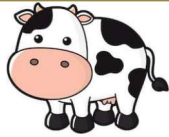
Activity 1	Activity 2
<p>Use powerpoint</p> <p>https://glowscotland.sharepoint.com/:p:/r/sites/3330621/wl1plus2development/_layouts/15/Doc.aspx?source=doc=%7B19F16C9D-D6DD-46DD-B4D4-62087520A872%7D&file=West%20Lothian%20P3%20Greetings%20-%20Conversation.pptm&action=edit&mobileredirect=true</p>	<p>Walk around classroom greetings others- using different greeting each time.</p>



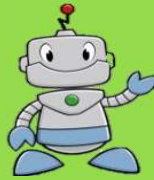
Health and Wellbeing



Health and Wellbeing



How?



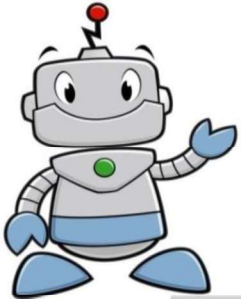
I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help

What?

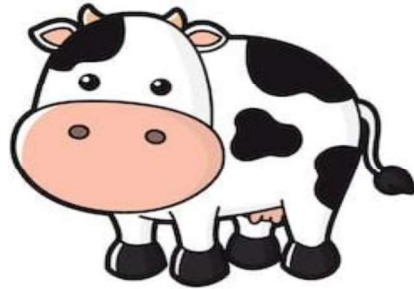
Activity 1	Activity 2
Use chimes to start weekly reflections with some mindfulness. Class check-in with children.	Read 'I'll Do It' and discuss meaning and messages in the book. How does this relate to us? Life in and out of school.

What?

(L.I.)



How? (AiFL toolkit, resources)



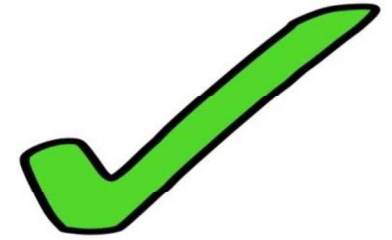
Why?

(skills for life. learning)



Successful?

(success criteria, evidence, target)



RME P3m

30.8.21

LI: to develop an awareness of how and why Muslim people celebrate Eid-al-Adha

As a class read and discuss powerpoint on Eid al-Adha (on sharepoint).

Activity – In jotters, draw or write down three facts you have learned about Eid ul-Adha.

FF – draw around hand and create their own mendhi pattern which is part of the Eid celebration.

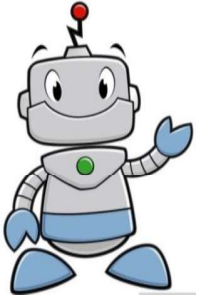
Consider ways we need this skill in the world of work

I know who celebrates Eid Al-Adha

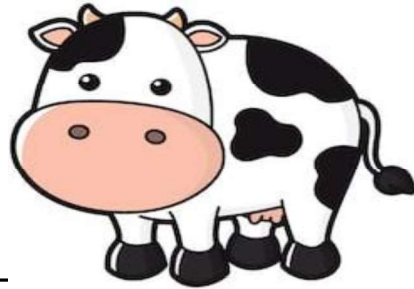
I know why and how it is celebrated.

What?

(L.I.



How? (AiFL toolkit, resources)



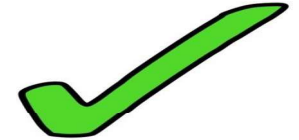
Why?

(skills for life. learning



Successful?

(success criteria, evidence, target)



30.8.21

31.8.21

Maths –

Co-ordinates

L.I. to
read and plot
co-ordinates

NUMBER TALK

Recap co-ordinates work from last week. Discuss rule – along the corridor and up the stairs.

Warm up -

<https://mathsframe.co.uk/en/resources/resource/469/Coordinates-Alien-Attack>

<https://www.youtube.com/watch?v=1aAQaGxCpCg>

Show class how to play battleships using squared paper. Children can play battleships in their groups with an elbow partner.

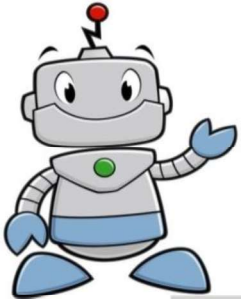
Consider ways we need this skill in the world of work

Article - 28
Maths T 29

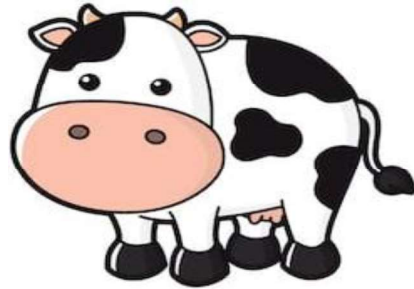
I can read and plot using a co-ordinate grid

What?

(L.I.)



How? (AiFL toolkit, resources)



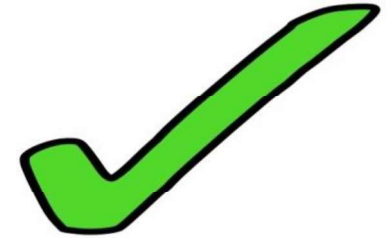
Why?

(skills for life. learning)



Successful?

(success criteria, evidence, target)



RME P3c

31.8.21

LI: to discover how Christians demonstrate their beliefs at Harvest time

Starter – Watch Harvest ppt and discuss.

In jotters children will write down or draw what they are thankful for. (Use worksheet template to show children how to set out in their jotters).

As a class discuss our favourite foods, thinking about their tastes, feel and smells and where they come from.

If time - we will select 6 favourite foods. We will carry out a class survey of the children's favourite foods and display the information on a huge pictograph and label.

Consider ways we need this skill in the world of work

I know how Christians celebrate Harvest time.