



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:

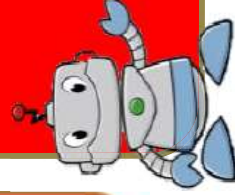
Monday- Literacy Day 1, Numeracy day 1, Maths, RME
Tuesday- Literacy Day 1, Numeracy day 2/ Topic
Wednesday- Numeracy day 3/ PE or Outdoor activity if possible, Literacy 3 (Picture plan)
Thursday- Literacy Day 4- Numeracy day 4/ or Maths Lesson, PE- being active outdoors
Friday- **French**/HWB/REFLECTION ON WEEK/ CELEBRATE WHAT WENT WELL/ WHAT NEEDS TO IMPROVE



Maths & Numeracy



I can round numbers up or down – Nearest 10 (NP1.9a)



26 → 30

I can round whole numbers to the nearest 10.



Starters

watch clip about rounding, and discuss when this might be used in real life

<https://app.discovereducation.co.uk/learn/videos/8e6d3053-b63a-4c01-a596-187577ba846f>

Then for the songs!

<https://www.youtube.com/watch?v=VQa8gT5lvFO>

Activities - whole class

Outdoors games

Rounding run about, one end as 'round down' and the other end as 'round up'. Children move around the space until you call out a number and then they move to the correct side

Rounding steps Split the class into two groups, one round up and one round down. two teams back to back facing outwards. Call out a number; if the number rounds down, the down team can take a step and likewise for rounding up. Keep going until one team reaches a designated end-point

High 5 Children stand in pairs. Call out a number. If the number should be rounded up, the children call out 'high five' and hit hands above their heads. If it should be rounded down, children, sit down and say 'go low'. Repeat with a range of appropriate numbers

Spider diagram In teams children are given Spider circle containing a multiple of 10 surrounded by 8 legs. children to write a number that would round to this multiple at the end of each leg. What would be the largest/smallest number you could write? Repeat for other multiples of 10.

Psw support group ideas

flash card numbers/ match to nearest ten

/ Seal strategies tracking

4 or less

4
3
2
1

let it

rest!



Five or more let it soar!

5
6
7
8
9





I can round numbers up or down – Nearest 10 (NP1.9a)

26 → 30

I can round whole numbers to the nearest 10.



Starters

recap learning from previous day and practise saying the rule
Active Learn

Activities -

Text book pages_
Green group – tj1b- p4-5
Blue group- HAM book – 26-27
Orange group- ham book 1- page 25 / 26 Rounding

Adult guided task

Teacher supporting orange maths group with text book

Once finished:
ICT- on ipads and board

Then, flash card numbers, saying one before/ one after.

[FL Talking and Listening 47: Ordering \(1-dot\)](https://app.discoveryeducation.co.uk/learn/player/a05bf039-98bd-46c2-a31d-92dd63987c13)

<https://app.discoveryeducation.co.uk/learn/player/a05bf039-98bd-46c2-a31d-92dd63987c13>

Model wheel of fortune game>

Game with wheel of fortune wheel and single digit card/ or write 3 or 4 numbers on a wipeboard.

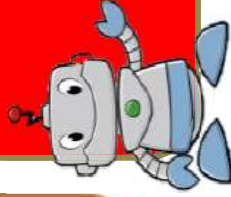
Spin spinner with 10s numbers, if you can put your two digits together to round to the ten, you get a point/ cube – eg have a 1 , 2 and a 5- could make

21, which would round to 20. 12, round to 10, 51, round to 50, 25, round to 30.

Show 2d number and write on wipeboard nearest 10.



I can round numbers up or down – Nearest 10 (NP1.9a)



26 → 30

I can round whole numbers to the nearest 10.



Starters

recap learning from previous day and practise saying the rule

Practise play

[FL Individual Practice Game](#)

[73: Nimble Gnome \(2-dot\)](#)

Activities -

Complete any work from previous day text book jobs.

Board task.

Copy the sentence from the board that explains the rule and then write some example numbers below (See image on next page! For phrase)

Once finished:

ICT-

ON ipads and board

<https://app.discoveryeducation.co.uk/learn/player/a05bf039-98bd-46c2-a31d-92dd63987c13>

Game with wheel of fortune wheel and single digit card/ or write 3 or 4 numbers on a wipeboard.

Spin spinner with 10s numbers, if you can put your two digits together to round to the ten, you get a point/ cube – eg have a 1 , 2 and a 5- could make 21, which would round to 20. 12, round to 10, 51, round to 50, 25, round to 30.

Adult guided task

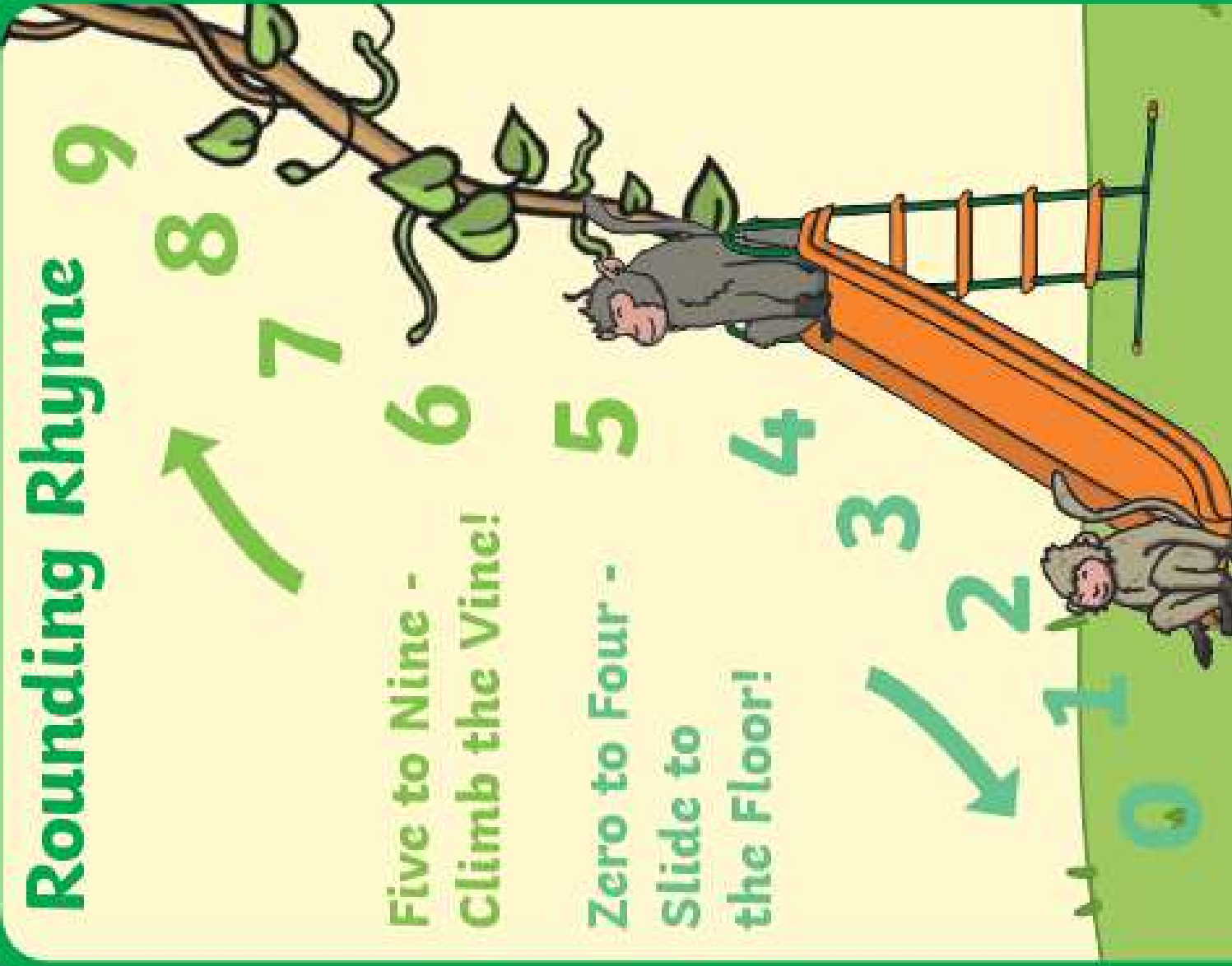
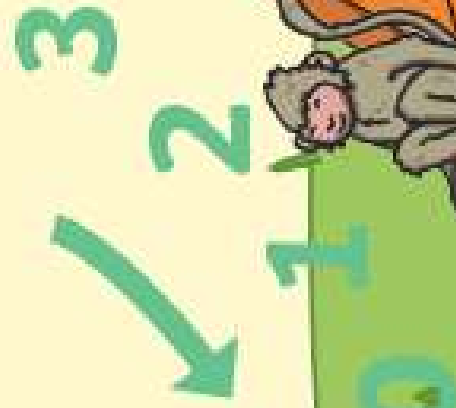
Teacher supporting groups with text book - consolidation of any questions finding difficult

Then, flash card numbers/ match to nearest ten.

Rounding Rhyme 9

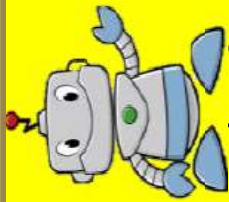
Five to Nine -
Climb the Vine!

Zero to Four -
Slide to
the Floor!



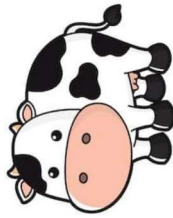


Literacy



What?

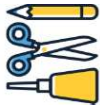
Literacy- We are revising the au/aw sound. .
Pink group- sh/ ch/ th- bath, ship, chin, chip, think, shop



How?



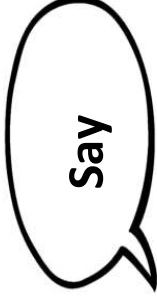
Write



Make



Do



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=GHpyJ5svbgM</p>	<p>Pupils choose from spicy or hot words:</p> <p>Paw Claw Law August Author Jaw Because Applause Pause August Autumn Drawn Awesome</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>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). Pink group- sh/ ch/ th words (bath Teacher job- reading groups.</p> <p>Once pupils have finished, they can choose to make their words from magnetic letters, plasticine, loose parts.</p>

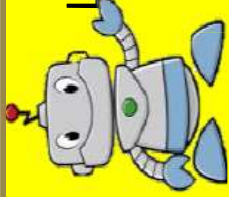
Cut and
HAWK CRAFT



FREE PRINTABLE

Hawk Craft

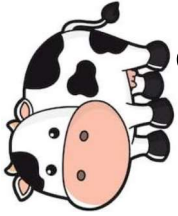




Literacy- We can use and recognise verbs.

Lesson 2

What?



How?



Do



Write



Make





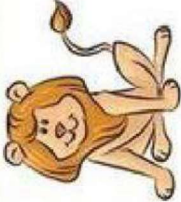



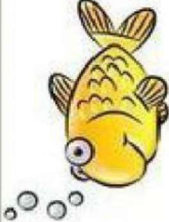


Say

Activity 1- Introduction	Activities	Activity - Adult directed
<p>Recap what a verb is.</p> <p>Pupils choose verb from feely bag to act out. Pupils have to guess what the person is doing.</p> <p>E.g. dancing, jumping, running, sleeping, reading, running, skipping, sitting.</p> <p>Rainforest animal verbs-</p>	<p>Pupils copy sentences from the board, about rainforest animals and highlight the verbs.</p> <p>Extra challenge they then come up with their own sentences.</p>	<p>Teacher job- Pupils work on up-leveling sentences with teacher. Using adjectives and adverbs. This can be done on whiteboards/ using might writer mats.</p>

This is a frog. It can jump.

jump run fly swim

		
This is a frog . It can jump .	This is a It can	This is a It can
		
This is a It can	This is a It can	This is a It can
		
This is a It can	This is a It can	This is a It can

CAN / CAN'T

ANIMAL ACTION VERBS



JUMP



SWIM



SING



TALK



WALK



RUN



DRINK



CLIMB



SLEEP



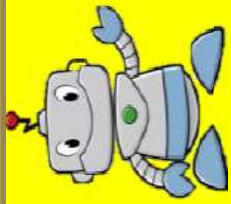
EAT



HOP



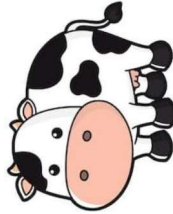
FLY



What?

Literacy- We are learning to write a report on Fair Trade.

Lesson 3 (Preparation)



How?



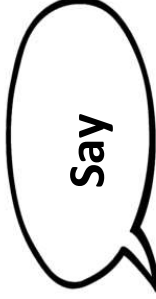
Do



Write

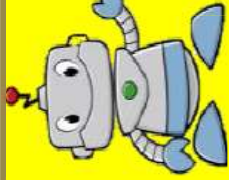


Make



Say

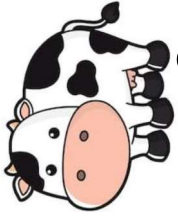
Activity 1- Introduction	Activities	Activity - Adult directed
<p>Go over Fairtrade powerpoint/ video from topic day.</p>	<p>Pupils draw picture plan to match heading of:</p> <p>What? When? Where? Why?</p> <p>This will help them when they come to their writing tomorrow. Have to draw a detailed picture to match the explanations.</p>	<p>Pink group- See This is a frog. It can jump sheet.</p> <p>Replicate in jotter</p>



Literacy- We are learning to write a report about Fairtrade (Writing)

Lesson 4

What?



How?



Do



Write

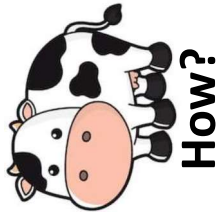


Make



Say

Activity 1- Introduction	Activities	Activity - Adult directed
<p>Pupils discuss ideas for each part of report- Under headings What is Fair Trade? When did it start? Why do we need it? What countries is it in?</p>	<p>Pupils use sub-headings to write information and facts about Fairtrade. Pupils must add as much detail as possible to their writing. Ensuring they use:</p> <ul style="list-style-type: none"> • include a title • Sub-headings • topic vocab <p>Extended SC on next slide.</p>	<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 'Autumn'.</p>



How?

Writing Reports

Report Genre Targets
To present information

I can:

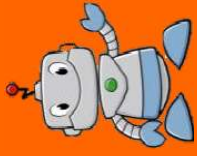
- understand why I am writing and who will read my report (audience and purpose)
- include a title to interest/inform the reader about the subject
- write an opening sentence that tells the reader what my report is about
- use topic vocabulary such as
- use my notes/ picture plan for facts
- give each section of my report a sub-heading and write the facts about that subject in paragraphs using my own words



Topic- Investigation

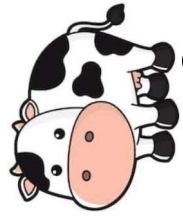


Topic- Investigation



What?

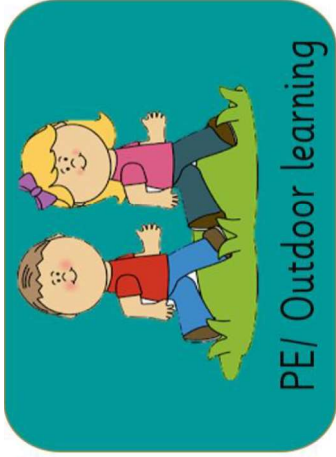
We are learning about Fairtrade.



How?

Activity 1	Activity 2	Activity 3
<p>Can watch Lucia's Son story about the Rainforest and Fair Trade:</p> <p>https://stories.fairtrade.org.uk/stories-from-the-farm-women-working-in-cocoa/index.html</p> <p>Then use facts from Twinkl Powerpoint.</p>	<p>From Fair Trade power point pupils create a mini Fair Trade booklet for their lapbook.</p>	<p>Start drawing animal they are most interested in</p>





PE/ Outdoor learning

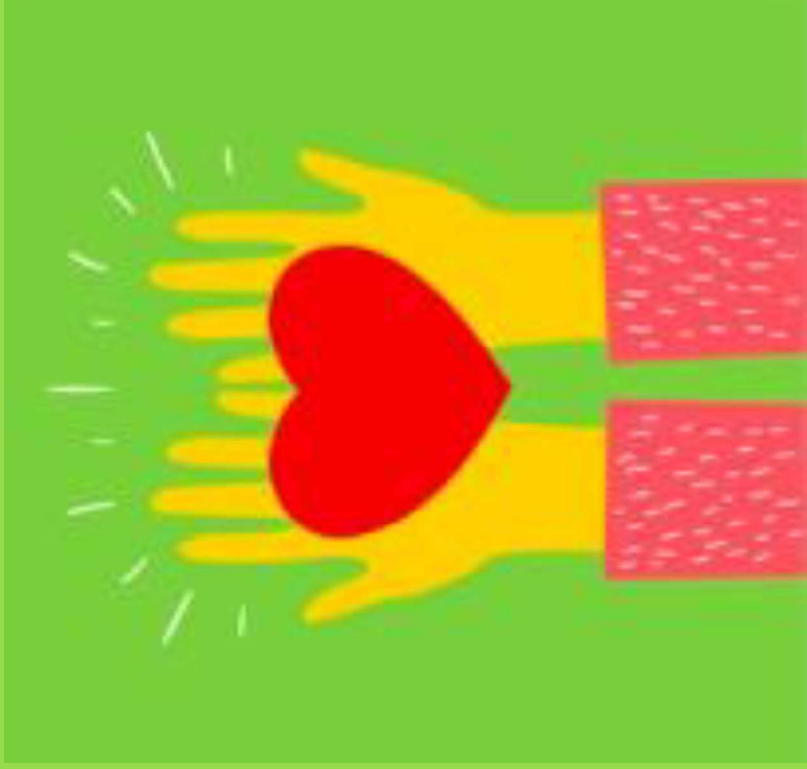


Stamina and Fitness

Week 2

What?

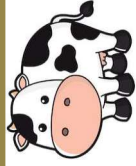
<p>Wednesday- Pencil Area</p> <p>Fitness and Stamina stations</p> <p>Warm up class games:</p> <p>Running loop- path- far away tree, around pencils and back.</p> <p>Cups and saucers</p> <p>Class race- pass ball and run round circle.</p> <p>Fitness bingo- pupils choose a bingo card with a partner. They then have to go to each of the stations. Pupils spend 2 minutes at each station. Stations are numbered 1-6 to help keep pupils organised.</p> <ol style="list-style-type: none"> 1. Star jumps 2. Shuttle runs 3. Burpees 4. Sit ups 5. Squats 6. Ladder run 	<p>Thursday- Forest</p>
	<p>Orienteering and free play.</p> <p>Orienteering and free play.</p> <ol style="list-style-type: none"> 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.



Health and Wellbeing

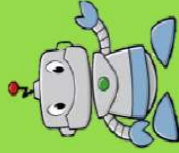


Health and Wellbeing



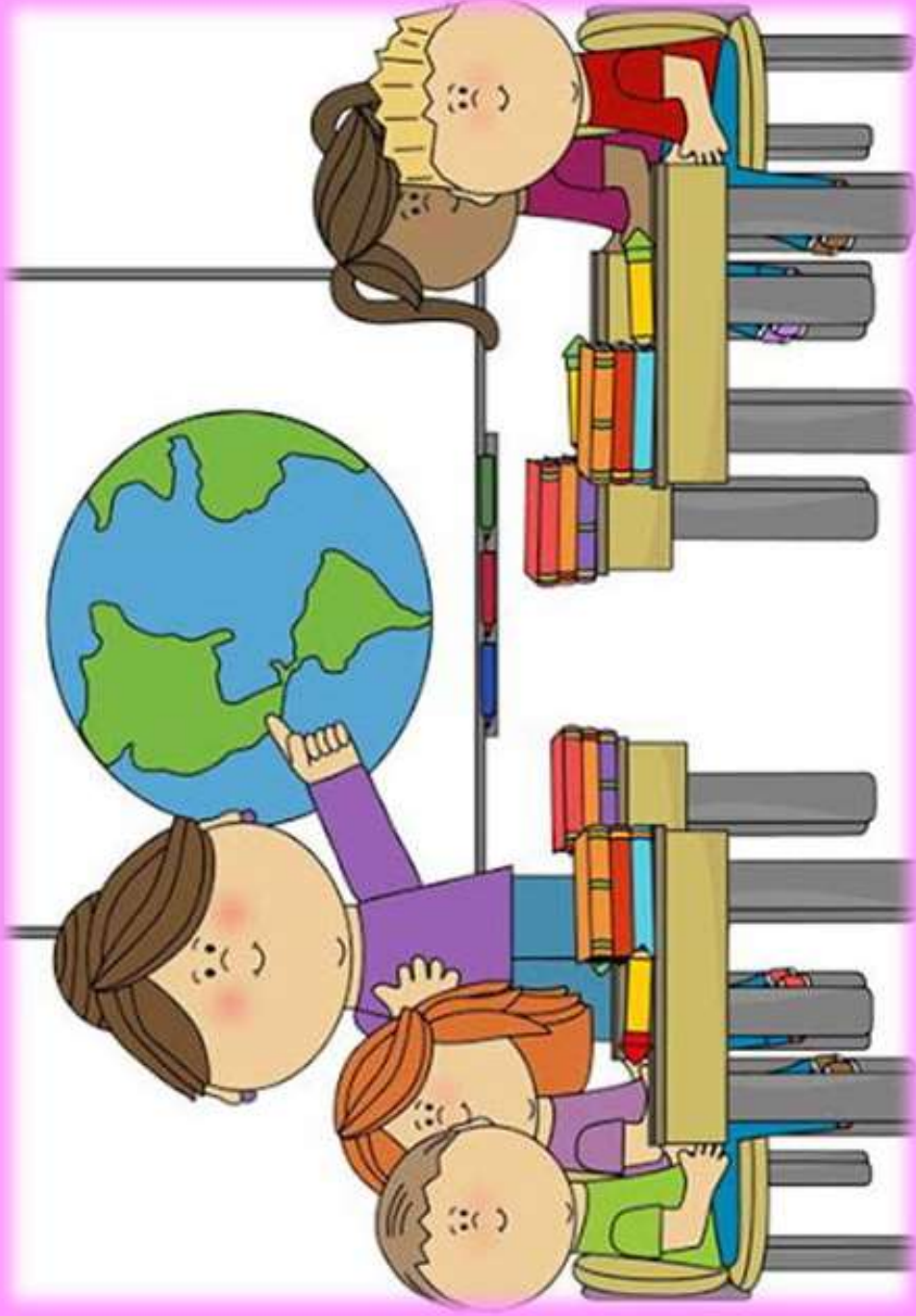
How?

Being Me in My World



I can listen to other people and contribute my own ideas about rewards and consequences. I can help **What?** make my class a safe and fair place.

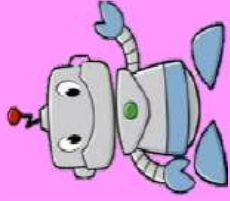
<p>Activity 1</p> <p>Play 'Connect Us' In the circle, play the colour game. Give each child a colour: red, green, blue or yellow. Then shout a colour and those children change places as quickly and safely as possible. Do this several times so the children understand the game. Then remove a chair from the circle and play again. This time the child left with no chair stands in the middle of the circle and calls out the next colour to change over.</p> <p>Once children are mixed up discuss what is meant by thr word reward.</p>	<p>Activity 2</p>
	<p>Children and teacher share experiences of when they have received a reward, this can be within and outwith the classroom.</p> <p>Why did they get a reward? How did this make them feel? What did it show about how they may be acting towards others?</p>



Modern Languages



Modern Languages

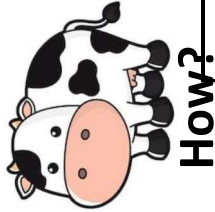


What?

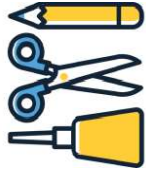
**We are revising greetings in French.
We are revising how to use personal information.**



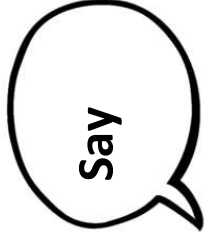
Do



How?



Make



Say



Activity 1

Learn personal information.

Use <https://www.youtube.com/watch?v=a0MW9A-AHbu>

- Je m'appelle...et toi? My name is...and you?
- Comment tu t'appelles? – What's your name?

Use wheel spinner for children to answer what their name or age is.

Activity 2

Write

Recap counting to 10

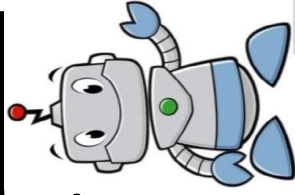
<https://www.youtube.com/watch?v=lsc3qLMaCu8>

Quel âge as tu? – How old are you?
J'ai...ans...et toi? I am ...years...and you?

Use wheel spinner for children to answer what their name or age is.

What?

(L.I.



6.9.21 P3m

7.9.21 P3c

Maths –

Co-ordinates

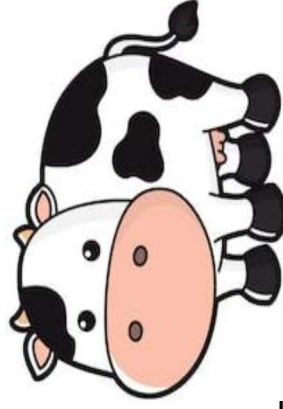
L.I. to

read and plot

co-ordinates

How?

(AiFL toolkit,
resources)



NUMBER TALK

Warm up -

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

Children to finish battleship grids and plot their ships then play game with elbow partner.

If time -

Circles – co-ordinates worksheet – complete with T

Triangles – Tjay1b Page 116 Q3, 4,

Rectangles – Tjay1b Page 116 Q3, 4, 5

FF- Battleships, Make their own pirate map and plot islands, ships etc.

Why?

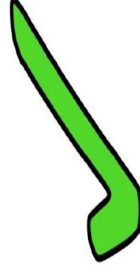
(skills for
life. learning



Consider
ways
we need this
skill in
the world
of work

Successful?

(success criteria,
evidence, target)

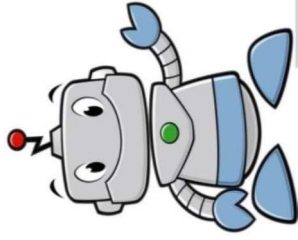


Article - 28
Maths T 29

**I can read and plot
using a co-ordinate
grid**

What?

(L.I.)



RME

6.9.21 P3m

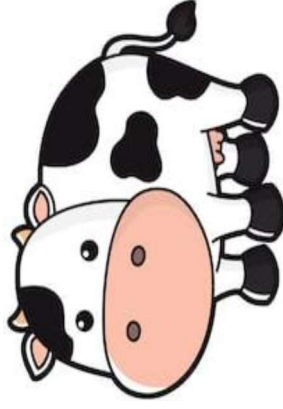
7.9.21 P3C

LI: to discover
the story of

Rama and Sita

How?

(AiFL toolkit,
resources)



Starter – Discuss with class if they know anything about Diwali or the story of Rama and Sita.

Main – Discuss that different religions have different stories about important people. Hindus and Sikhs have a very famous story. Read story and discuss main points.

Task – Children to complete a storyboard telling the story of Rama and Sita.

Why?

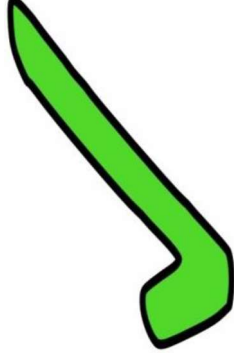
(skills for
life. learning



Consider
ways
we need this
skill in
the world
of work

Successful?

(success criteria,
evidence, target)



I know