

Literacy and Numeracy pack ideas set 1 (w/c 4.5.20 and 11.5.20)

Although I'm sure that you are all busy bees in Primary 3, here is another selection of ideas for activities that can be done at home too.

These activities are in addition to the work packs that were sent home.

I have grouped the activities into sets of 2-3 weeks. Most of these activities would have been completed in school, but feel free to change them to suit the time and the learning that you are doing at home.

Please continue to send me photos of how you are getting on and if you email some to Mr O'Neill I'm sure he'll get them up on the website!

Week 1 Literacy:

The writing focus this week is on **Recount** writing.

"Life in lockdown"

Write about what you have been doing to keep busy and happy while you are not in school. Use capital letters, full stops and good sentences (use some adjectives!)

Remember to:

- Write in the past tense
- Write in the 1st / 3rd person: so "I ate..." or "We played ..."
- Write in the past tense (things that have already happened)
- Use a title
- Write about your activities in the order that they happened, eg. First we... Then we... After we... Finally...

Word focus: **topic words (minibeasts)**

Can you make up a spelling challenge like mine to use with your family?

What is it?

1. Y B A D L R I D _____
2. G S U L _____
3. A A T L L P I C R E R _____

Week 2 Literacy:

Write a **letter** or send a card to someone to cheer them up! You could choose Granny / Grandad, a school friend or one of your neighbours.

Tell them about what you have been doing, send them a picture you have made and don't forget to ask them how they are doing!

(A letter template is in our P3 folder.)

Reading focus: Minibeast facts (Taken from Twinkl)

Name: dragonfly

Size: 1in to 4in (length)

Species: more than 5 000

Food: flying insects like midges and mosquitoes

Fact: Dragonflies have been around for around 300 million years.



Photo courtesy of (Silviaflore's Dragonfly 83 and David 910 Page 99flickr.com) - Granted under the creative commons licence- attribution

Name: ladybird

Size: 0.3in to 0.4in

Species: 46

Food: plants, greenfly, other insects

Fact: Ladybirds bleed from their knees when they feel threatened.



Photo courtesy of (Silviaflore's Dragonfly 83 and David 910 Page 99flickr.com) - Granted under the creative commons licence- attribution

Name: grasshopper

Size: 2in to 5in

Species: 11 000

Food: corn, wheat, barley, leaves, other plants

Fact: Grasshoppers' ears are on their bellies.



Photo courtesy of (William Cho 99flickr.com) - Granted under the creative commons licence- attribution

Name: wasp

Size: 0.0055in to 2in (length)

Species: 75 000

Food: other insects, fruit, nectar, dead insects

Fact: Wasps live everywhere around the world, except for Antarctica.



Photo courtesy of (Edgic99flickr.com) - Granted under the creative commons licence- attribution

Name: spider

Size: 0.015in to 3.5in

Species: 40 000

Food: insects, small animals like millipedes, wood lice, frogs

Fact: Some male spiders give dead flies as a present to females.



twinkl.com

Name: ant

Size: 0.23in to 2in

Species: 12 000

Food: seeds, nectar, worms, spiders, small lizards, fruit

Fact: Ants are really strong! They can carry between 10 and 50 times their body weight.



Photo courtesy of (William Cho 99flickr.com) - Granted under the creative commons licence- attribution

twinkl.com

Name: butterfly

Size: 0.5in to 12in (from wingtip to wingtip)

Species: 18 000

Food: drink nectar

Fact: Butterflies taste with their feet.



Photo courtesy of (jessica lynch valero 99flickr.com) - Granted under the creative commons licence- attribution

twinkl.com

Name: bee

Size: 0.08in to 1.5in

Species: approximately 20 000

Food: honey

Fact: Bees are the only insects that make food that humans can eat.



Photo courtesy of (Edgic99flickr.com) - Granted under the creative commons licence- attribution

twinkl.com

Which is your favourite insect? Why?

Use 2 adjectives to describe each insect.

What do they look like? What do they sound like? How do they make you feel?

Draw a grid like this into your book or onto a page. (You can get an adult to help).

dragonfly		
ladybird		
grasshopper		
wasp		
spider		
ant		
butterfly		
bee		

Week 1 Numeracy:

In school we use the Heinmann maths scheme, so many of the tasks over the coming weeks will be linked to it.

WALT: make equal groups from a number of items

I can explore how a group of items can be split into groups of the same size.

I understand that when I make groups, there will sometimes be objects left over.

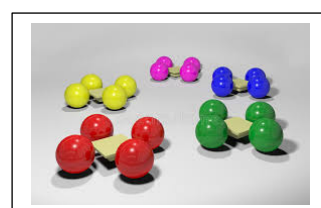
1. Making smaller sets

Gather groups of household items such as pegs, pencils, coins.

Roll a dice and split the larger groups into smaller sets.

eg. 15 pegs split into 3 groups means 5 in each group

24 pencils split into 6 groups means 4 in each group



First Level • APM 228 – MDI.3

Circle pictures

4–6 players
10–40 number cards, counters, dice, string or pipe cleaners
Aim: To make equal groups of counters

- Shuffle the cards and put them in a pile face down.
- Turn over the top card. This is the number of counters you need.
- Roll the dice. This is the number of counters in each group.
- Share your counters into groups. Put a pipe cleaner around each group.
- Count how many groups you have made.
- Count how many counters are left over.

First Level • APM 224 – MDI.3

Tower building

2 players
odd number cards from 21 to 39, connecting cubes, pencils, paper
Aim: To divide cubes into equal groups

- Shuffle the number cards and put them in a pile face down.
- Turn the top card over and follow these steps:
 - Take the number of cubes on the card
 - Divide the number by 4, like this, and write it down: $33 \div 4$
 - Make towers of 4 cubes from the pile.
- Find out how many towers you make and how many cubes are left over.
- Complete your division like this: $33 \div 4 = 8$ with 1 left over.
- Repeat this five times.
- Play again with a different dividing number.

First Level • APM 225 – MDI.3

Making groups

2 players
0–9 number cards, 2–10 spinner, counters
Aim: To divide counters into equal groups

- Shuffle the number cards and put them in a pile face down.
- Turn over the two top cards to make a 2-digit number.
- Take that many counters from the pile.
- Spin the spinner. This number tells you what size groups of counters to make.
- Work together to make your groups of counters.
- Write down the calculation like this:

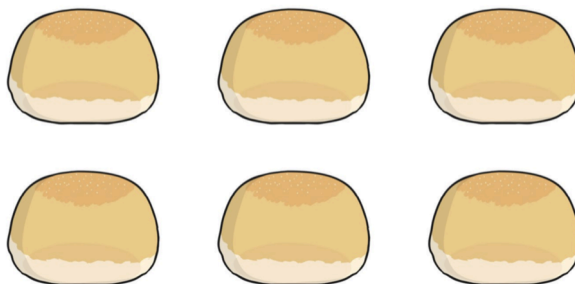
65 counters makes 10 groups of 6 with 5 left over
 $65 \div 10 = 6$ with 5 left over
22 cubes make 7 groups of 3 cubes with 1 left over

Try these dividing word problems (taken from Twinkl).

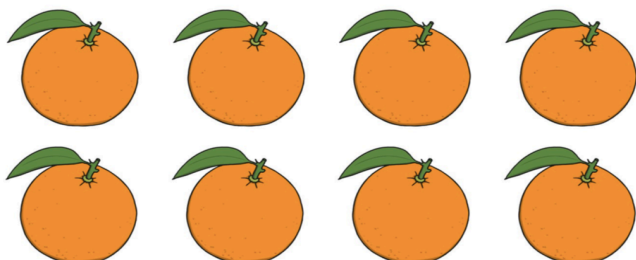
4. Ben has 2 bottles of water. He shares them with his friend. How many bottles do they each have?



1. James has 6 bread rolls. He shares them equally with his sister. How many do they have each?



2. Evie buys 8 oranges at the shop. She shares them equally with her friend. How many oranges do they have each?



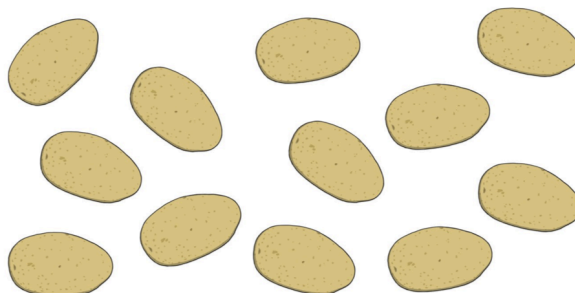
3. Imran has 10 ice creams. He eats two every day. How many days will his ice creams last?



8. Amy buys 10 cupcakes. She shares them equally with her sister. How many cupcakes do they each have?



6. Javeria has 12 potatoes. She shares them with her brother. How many do they have each?



Food Division Problems



5. A shop has 4 bags of crisps. Two people want to buy them. How many bags can they each buy if they are shared equally?



7. Olivia buys 15 boxes of cereal for her and her two brothers. They share them equally. How many boxes of cereal will they have each?



Week 2 Numeracy:

WALT: use Multiplication fact triangles to write sums

I can make links with addition and subtraction triangles (already covered)

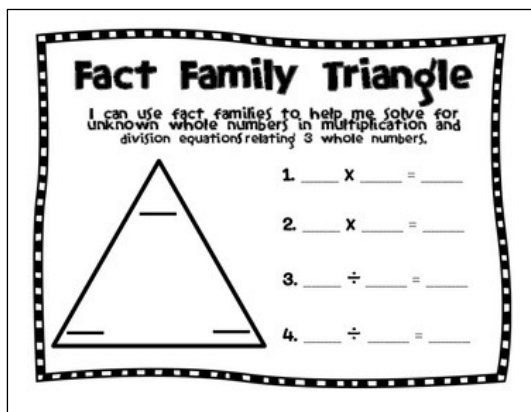
I can explore how a sum can be set out in different ways

I can write multiplication and division sums

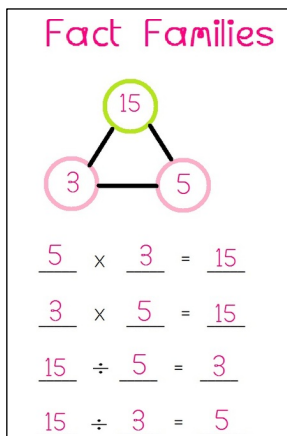
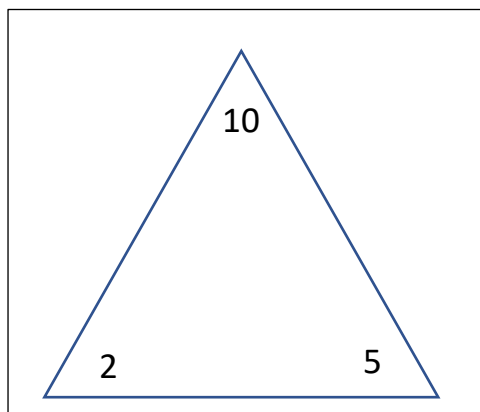
A number triangle is a visual support. It helps children to see mathematical links between numbers. *(The children have already used them when working with making links between adding and subtracting.)*

Multiplication Fact Triangles: The total (*product*) is at the top and the numbers needed when multiplying (*factors*) are in the bottom two corners.

This way children can see which two numbers are needed to be multiplied together to make the total at the top. Then the learning is extended to dividing. If we make the large group at the top, can we split it using the numbers at the bottom of the triangle?



Mrs Hickey's example



$$2 \times 5 = 10$$

$$5 \times 2 = 10$$

If we divide 10 into 2 sets there's 5 in each set.

If we divide 10 into 5 sets there's 2 in each set.


$$10 \div 2 = 5$$

$$10 \div 5 = 2$$

Now try these activities to practise.

Fill in the blanks in these multiplication triangles.

1.



4

+

+


x

2

2.

A large triangle contains a square at the top, two plus signs in the middle, and the numbers 1, a multiplication sign, and 2 at the bottom.

3.



6

+

+

x


2

4.

16

$\div \quad \div$

$\square \quad \times \quad 2$

5. 

5.

20

÷ ÷

× 2

7.




11×2


+

+

\square

8. 

9.



6 × 2 = 12

10.

10

+

+

×

2

11.

A triangle with a square at the top, a plus sign in the middle, and the numbers 12, multiplication sign, and 2 at the bottom.

12.

14

+

+

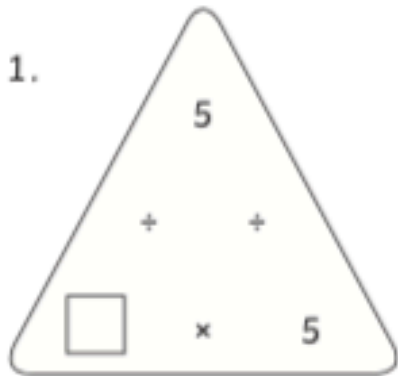
×

2

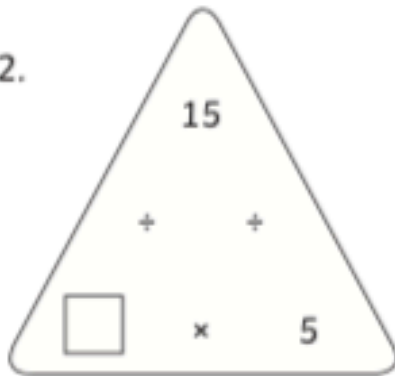
Multiplication Triangles x5

Fill in the blanks in these multiplication triangles.

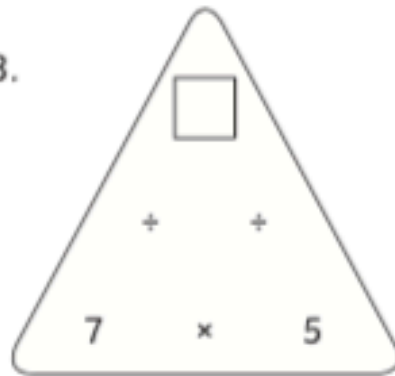
1.



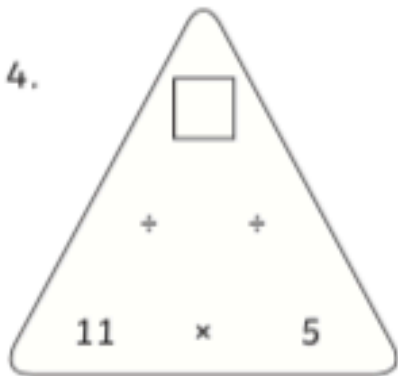
2.



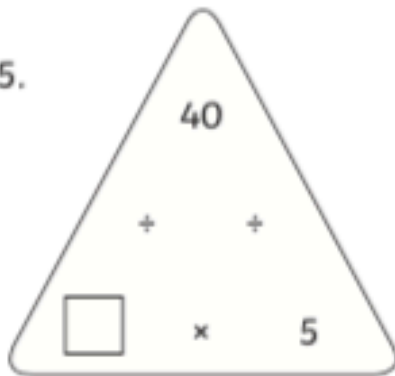
3.



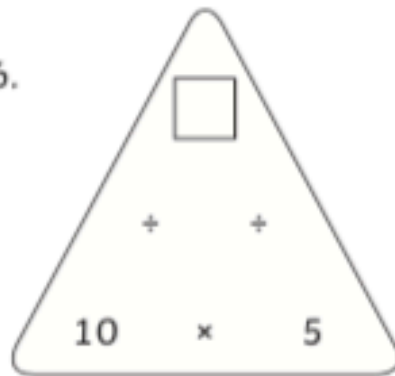
4.



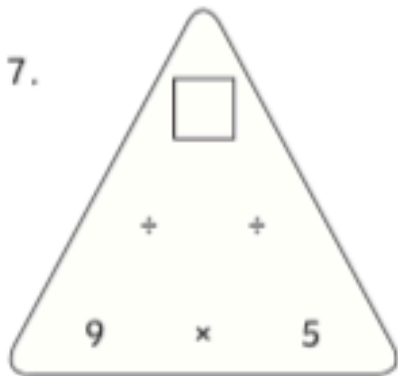
5.



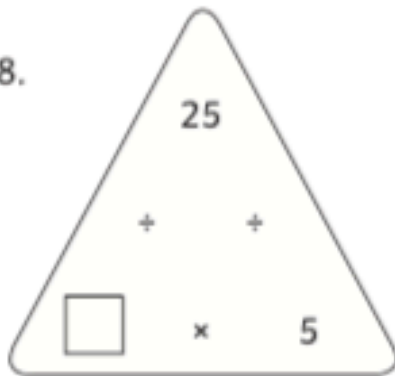
6.



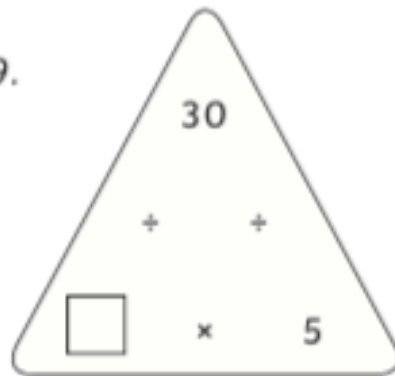
7.



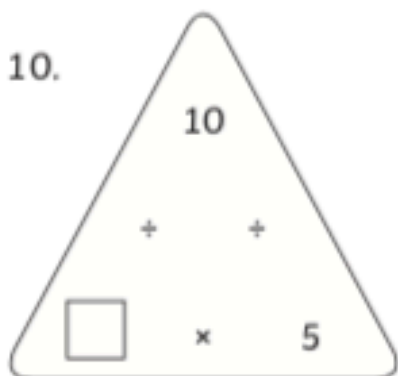
8.



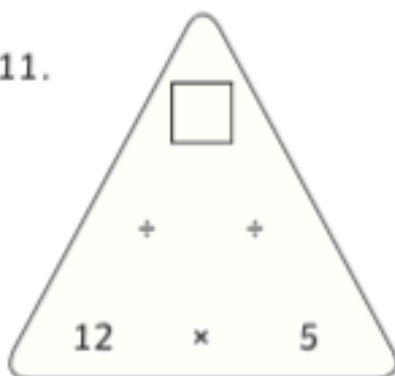
9.



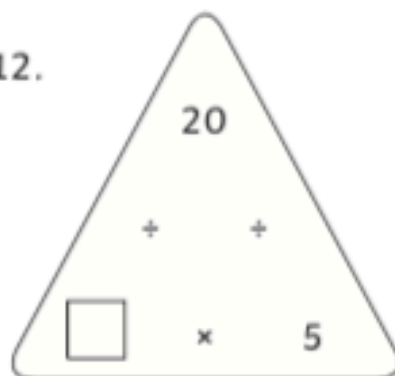
10.



11.

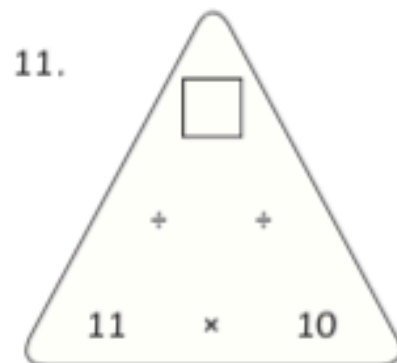
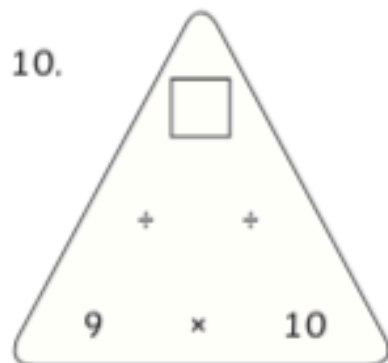
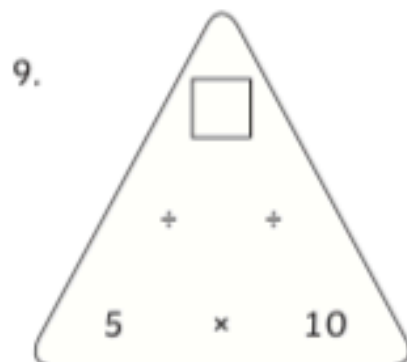
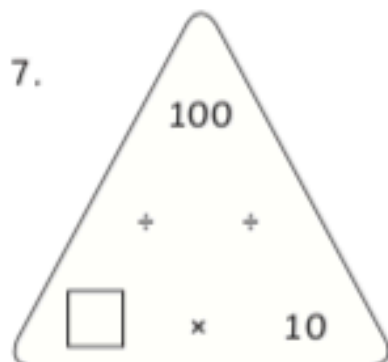
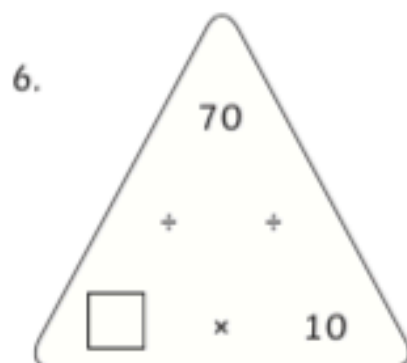
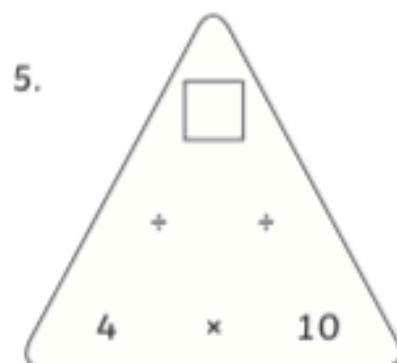
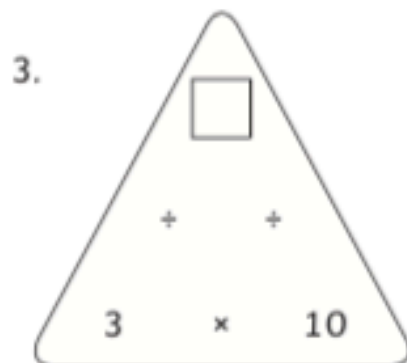
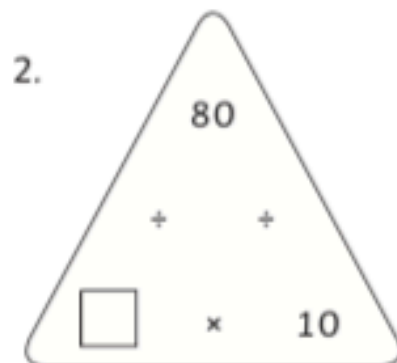
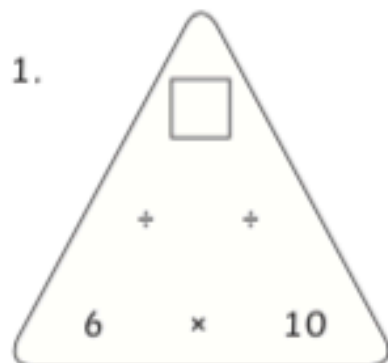


12.



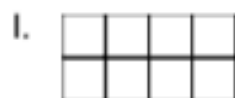
Multiplication Triangles x10

Fill in the blanks in these multiplication triangles.

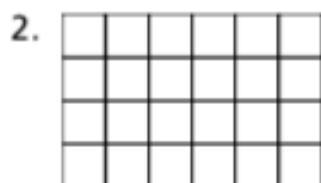
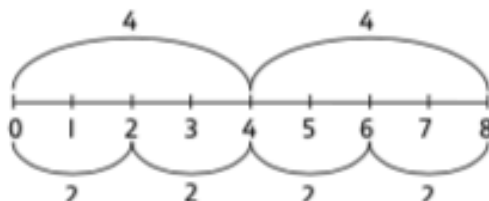


Arrays and number lines

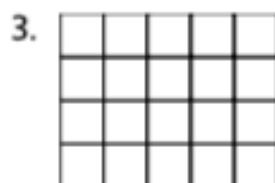
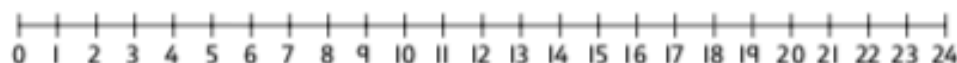
Complete the multiplications, then show them on a number line.



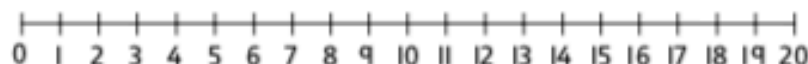
$$2 \times 4 = \underline{\quad} \quad 4 \times 2 = \underline{\quad}$$



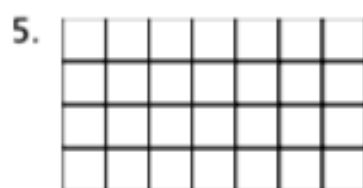
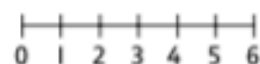
$$4 \times 6 = \underline{\quad} \quad \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



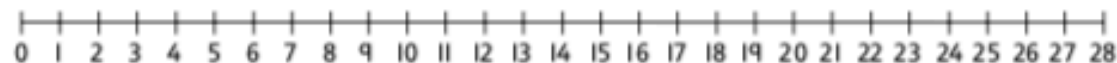
$$4 \times 5 = \underline{\quad} \quad \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$3 \times 2 = \underline{\quad} \quad \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$4 \times 7 = \underline{\quad} \quad \underline{\quad} \times \underline{\quad} = \underline{\quad}$$



I can make up multiplication sentences to talk about arrays

Multiplication and division: Understanding and explaining

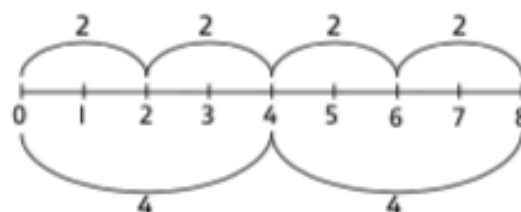


Arrays and number lines

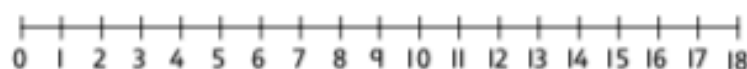
Look at the arrays. Write the two possible multiplications.
Show these on the number lines.



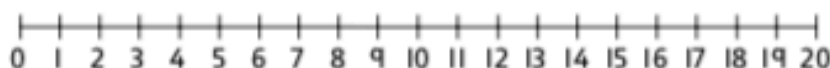
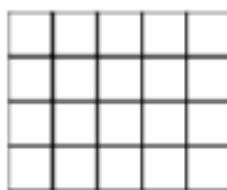
$$\begin{array}{l} 2 \times 4 \\ 4 \times 2 \end{array}$$



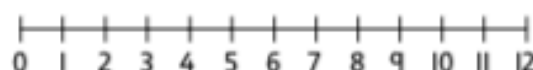
1.



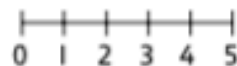
2.



3.



4.





I can draw steps on a number line to match an array

























































Multiplication and division: Understanding and explaining



Money: There were lots of activities set last week on BBC Bitesize in the Primary 3 folder. Here are a couple more activities to revise money and giving change.

Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

- 1) 22p       
- 2) 40p       
- 3) 56p       
- 4) 81p       
- 5) 34p       
- 6) 14p       
- 7) 77p       
- 8) 95p       

Money Word Problems

LO: I can solve word problems involving money.

1. Janet buys a pen for 14p and a rubber for 12p. How much does she spend?

2. Alex gives his friend 15p. He is left with 10p. How much did he have to begin with?

3. Hamed buys an apple for 16p. He pays with a 20p coin. How much change does he receive?

4. Tomas is given 20p by a friend. He had 13p already. How much does he have now?

5. Alma has three 10p coins. She buys a bottle of water for 18p. How much money will she have left?

6. Nura has four coins. She has 12p. What coins must she have?

7. Ian spends 23p on a packet of crisps. He gets 17p change. How much did he give to the shopkeeper?

These word problems are a little trickier.

Money Word Problems

LO: I can solve word problems involving money.

1. Janet buys a pen for 34p and a rubber for 22p. How much does she spend?

2. Alex gives his friend 35p. He is left with 20p. How much did he have to begin with?

3. Hamed buys some apples for 76p. He pays with a £1 coin. How much change does he receive?

4. Tomas is given 45p by a friend. He had 38p already. How much does he have now?

5. Alma has four 20p coins. She buys a bottle of water for 58p. How much money will she have left?

6. Nura has four coins. She has 36p. What coins must she have?

7. Ian spends 23p on a packet of crisps and 41p on a drink. He gets 36p change. He gives the shopkeeper 2 coins. What were the coins?