

## Literacy and Numeracy pack ideas set 3 (w/c 1.6.20 and 8.6.20)

Wow!

I can't believe we are starting the month of June.

The weather has been great in May so I hope that you all got a chance to get outside and have some fun.

Remember to read every day, you can choose new books or familiar favourites and get some exercise (it would have been Sports Day soon). You could try the egg and spoon race (with a boiled egg), take part in some running races or even a game of tennis in the garden. Try to help Mum or Dad around the house this week. You could even go for a walk to visit Granny or Grandad, just remember to keep a safe distance away!!

### Week 1 Literacy:

The writing focus this week is a **factual report**.

Reports are used to give information about something, we could call them a factsheet. This term we would have looked again at how we write facts about something. You would have done this style of writing in Primary 2 when you wrote about your favourite jungle animal.

# Writing a Report

Reports classify, organise, and describe information

E.g. newspapers, libraries, scholarly research



- General statement to introduce the topic.
- Usually **PRESENT TENSE**.
- In-depth factual and descriptive information.
- In the description, facts (parts, qualities, habits and behaviours of the subject) may be described.
- Often use **TECHNICAL TERMS**.
- Use **DESCRIPTIVE LANGUAGE**.
- They are **NOT CHRONOLOGICAL**.
- Often include visual information such as pictures, diagrams or maps to support information.

### Kangaroos

Kangaroos are marsupials native to Australia. The Red Kangaroo is the largest surviving marsupial in the world.

Kangaroos use their strong hind legs to move by hopping and are the only large animal to do so.

Kangaroos graze on grasses and shrubs. They spend most of the day resting in the shade and they feed in the late afternoon, night and early morning.

Baby kangaroos are called joeys and, because they are marsupials, they live in their mother's pouch when they are born. The joey stays in the pouch until it is 9 months old. The kangaroo feeds her joey until it is about 18 months old.

This week I would like you to choose one minibeast that you have been studying - perhaps one you have found in your garden and write a factsheet about it!

You will need:

- A title (the name of your minibeast)
- One sentence to tell me what your report will be about
- 3-5 facts
- At least 1 image of the minibeast (you could draw and label it too)

I would love to read your reports so send me a photo!

(Here is a frame downloaded from Twinkl, you can print it or use it to help you set out your report in your book.)

Fact File	
	They live...
They eat...	
They survive...	

Word focus: **Alliteration**

### **Silly sentences**

Do some 1-minute challenges with your family.

Part 1: In one minute you should:

- Draw / write the names of as many *minibeasts* as you can
- Draw / write the names of as many *foods* as you can
- Draw / write the names of as many *toys* as you can
- Draw / write the names of as many *things you wear* as you can etc.

Part 2: In one minute you should choose one of your words and write as many other objects / verbs / nouns / adjectives that begin with the same letter.

Part 3: Can you join words together to make some silly sentences??

Eg: Part 1: Things you can drink out of:

Cup, glass, mug, beaker, bottle...

Part 2: mug

Messy, mouldy, mark, mouse, make, mad, man

Part 3:

**My mouldy mug makes messy marks on the mountain??**

This game is sure to give you a few giggles!! Play it with younger brothers and sisters without having to write / draw or ask an adult to help with this part!

### **Week 2 Literacy:**

#### **Comprehension skills**

Read these topic-based passages and answer the following questions.

(Taken from Twinkl)

- Read your text carefully.
- Look at the questions and check you understand what they are asking.
- Read the text one more time to try to find the answers to your questions.
- Write your answers into your purple book. You should write full sentences, with a capital letter and a full stop at the end.

Eg. 1. *The main character in the story is called ...*

- Number each answer like we do in school, so you stay on track.

# The Cautious Caterpillar

It was springtime in the garden.

Cody the Caterpillar hatched from her egg and crawled onto a big green leaf.

She smiled happily.

"I love being a caterpillar!" she said and began to eat her tasty leaf.



Just then, a ladybird flew on over.

"You're very lucky!" said the ladybird. "When you become a butterfly, you will have wings, like me!"

"Flying looks very tiring," said Cody. "I wish I could stay as a caterpillar forever!"



"Don't worry," said the ladybird, "having wings is great. You can always stop for a rest!"

Cody smiled but didn't feel sure. "Maybe one day," she said.

She carried on eating and the ladybird flew away.

The next day, a bee buzzed on over.

"You're very lucky!" said the bee. "When you become a butterfly, you will sip nectar, like me!"

"I don't think I will like nectar," said Cody. "I wish I could stay as a caterpillar forever!"

"Don't worry," said the bee, "drinking nectar is great. It is ever so yummy!"





Cody smiled but didn't feel sure. "Maybe one day," she said.

She carried on eating and the bee buzzed away.

A few days later, a grasshopper jumped on over.

"You're very lucky!" said the grasshopper. "When you become a butterfly, you will have six legs, like me!"

"But I like having sixteen legs," said Cody. "I wish I could stay as a caterpillar forever!"



"Don't worry," said the grasshopper, "having six legs is great. That's plenty for landing on the ground!"

Cody smiled but didn't feel sure. "Maybe one day," she said.

She carried on eating and the grasshopper jumped away.

The next day, Cody was full. She thought about everything her friends had told her and decided to be brave.

"Maybe today!" she said, as she changed herself into a chrysalis.

She stayed like that for many days, until she was finally ready to leave her chrysalis...

...and become a butterfly!



## The Cautious Caterpillar

Cody explored the garden, feeling happy and proud of her new wings.

"Having wings **is** great!" she said, as she flew past the ladybird.

"This **is** yummy!" she said to the bee, as they sipped nectar together.

"Six legs **is** plenty!" said Cody, as she landed next to the grasshopper.

That evening, she came across a caterpillar eating a tasty green leaf.

"You're very lucky!" said Cody. "When you have finished eating, you will become a butterfly, like me!"

The caterpillar smiled but didn't look sure.

"I wish I could stay as a caterpillar forever!" he said.

"Don't worry," said Cody. "I loved being a caterpillar too, but trust me, being a butterfly is great!"



A Powerpoint and an ebook of this story are both available on [Twinkl.com](https://www.twinkl.com) if you prefer to download it.

## Questions

1. What is the name of the main character in the story? Tick one.

- ☐ Cathy
- ☐ Cody
- ☐ Colin

2. Why didn't Cody want to fly? Tick one.

- ☐ She thought it would be tiring.
- ☐ She was scared of heights.
- ☐ She thought she couldn't do it.

3. What did the bee sip? Tick one.

- ☐ water
- ☐ pop
- ☐ nectar

4. What did Cody change herself into? Tick one.

- ☐ a chrysalis
- ☐ a caterpillar
- ☐ a grasshopper

5. How did Cody feel about her new butterfly wings? Tick one.

- ☐ grumpy and cross
- ☐ sad and scared
- ☐ happy and proud

# The Life Cycle of a Butterfly

The life cycle of a butterfly is amazing.

## The Egg

A butterfly will lay its eggs on a leaf.



## The Chrysalis

A butterfly comes out of the chrysalis. It waits until its wings have dried before it can fly.



## The Caterpillar

A tiny caterpillar eats its way out of the egg. They eat lots of leaves and grow very quickly.



## The Chrysalis

The caterpillar turns itself into a chrysalis. The chrysalis turns hard over time.

## Fun Facts!

- A caterpillar will shed its skin four or five times before it changes into a chrysalis.
- Caterpillars have 16 legs.
- Butterflies actually have four wings!

Photo courtesy of Walter Butler, Revue, Tony Hagerl, Dider Descours 3D geograph.org, wikimedia commons - posted under creative commons license - attribution

## Questions

1. Where does a butterfly lay its eggs? Tick one.
  - ☐ in the water
  - ☐ on a leaf
  - ☐ in the soil
2. What does a caterpillar eat lots of? Tick one.
  - ☐ leaves
  - ☐ flowers
  - ☐ wood
3. What do caterpillars turn themselves into? Tick one.
  - ☐ a leaf
  - ☐ a chrysalis
  - ☐ an egg
4. What creature comes out of a chrysalis? Tick one.
  - ☐ a fly
  - ☐ a caterpillar
  - ☐ a butterfly
5. How many wings do butterflies have? Tick one.
  - ☐ two
  - ☐ three
  - ☐ four



Word focus: **Adjectives**

Can you use adjectives in your writing to describe the setting of The Cautious Caterpillar?

## The Cautious Caterpillar

### Can you describe the setting?



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**Think about:**

- what you can see;
- what you might feel;
- what you might hear.

garden	grass	calm
colourful	trees	warm
flowers	beautiful	bright

## Week 1 Numeracy:

### ***WALT: Describe the position and movement of an object***

- I can use a wide range of vocabulary to talk about where people or objects are in relation to each other
- I understand the meaning of different words about position
- I can guess what person or object is being described from a series of clues about their position
- I can make a simple picture map

#### **Left or right?**

Here is a helpful way of remembering which is which: position the thumb and forefinger of each hand to make an L-shape (tucking other fingers down). The left hand is the one that will form a proper L.



Here are a few fun games to practise describing where an object is!

**Add an object** *You will need a selection of toys or objects and shelves - why don't you use your kitchen?!* Give your child some instructions about how to place the toys, eg. *Put the train next to the teddy and in front of the car.* Repeat this using your shelves so they can use 'above' and 'below' as well. You could ask them to draw a picture of the area once they have placed the objects and write several facts around it to describe the position of different objects.

Alternatively you could change this game to one called '**Toy aisle**' where you pretend to be a TESCO manager and draw the shelf plan for toys / fruit and vegetables etc. Your child should then place the objects where you have drawn them, explaining where they are putting them as they complete the activity, eg. *The banana is on the shelf below the apples but above the kiwi. The oranges are on the left of the banana and the plums are two shelves over from the kiwi.*

**Bedroom hunt** *You can play this game with brothers and sisters.*

Take it in turns to choose an object somewhere in the room. The child who chose it then gives three clues as to where it is. *It is near the door, it is above the bookcase and it is to the right of the door.* The other children then work out what it is.

**Colouring in** *You will need paper, colouring pens or pencils*

Help your child to draw a 4 × 4 grid of squares (16 squares altogether). Give them instructions as to how to colour their grid. *Colour the top square in the left corner red. Move one square to the right and down two, and colour that square green.* When children have coloured six or seven squares according to your instructions, swap roles. Your child can give you instructions for finishing the picture.



Name an object from around the room and your child has to think of three different ways to describe its position in relation to other things, eg. The picture is **below** the ceiling, **to the right of** the door and **beside** the window.

### **Picture maps**

Ask your child to make a picture map of a room in their home. Start by drawing the outline of the room's floor (e.g. a rectangle) and remind them where the key objects are, e.g. chair, table, bed etc. They could imagine they are a bird or fly near the ceiling and try to imagine what it can see.

Next your child could make a large poster showing the view from above of a familiar scene, such as a park or their garden. Your child could label these positions with the appropriate words.

They could even make an imaginary map for a minibeast-themed play park or an under the sea theme park!

## Above, below, beside, left, right

1. Draw a line to match each description with a number in the grid.

The grid contains the following numbers:

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

The descriptions are:

- left of 5
- above 14
- above 9
- left of 18
- below 6
- above 30
- right of 22
- right of 32
- left of 35
- below 20
- below 13
- above 21

A line is drawn from the description "left of 5" to the number 4 in the grid.

# Up, down, left, right

Follow the instructions. Write the letter you land on each time.



a	b	c	d		
e	f	g	h		
i	j	k	l	m	n
o	p	q	r	s	t
u	v	w	x	y	z



1. Start at **k**.  
Go up 2 spaces.

2. Start at **p**.  
Go up 3 spaces.

3. Start at **d**.  
Go down 2 spaces.

4. Start at **b**.  
Go left 1 space.

5. Start at **u**.  
Go right 4 spaces.

6. Start at **x**.  
Go up 3 spaces.

7. Start at **s**.  
Go left 2 spaces.

8. Start at **a**.  
Go down 4 spaces.

9. Start at **v**.  
Go up 4 spaces.



10. Start at **r**.  
Go right 2 spaces.

Make up two problems like this for your partner to answer.

11. Start at .  
Go .....spaces.

12. Start at .  
Go .....spaces.

# Where?

1. Use the clues. Draw each toy in the correct place on the grid.



2. Tell your partner where to draw these things, using the same kinds of words.



# Routes



a	b	c	d		
e	f	g	h		
i	j	k	l	m	n
o	p	q	r	s	t
u	v	w	x	y	z



1. Put a small toy figure on square u. Finish these instructions to show how they move from u to d.

Go up 4 squares. Turn right. Go forward ..... squares.

2. Write instructions to show how the toy figure can move:

from u to m .....

from z to g .....

from h to o .....

3. Compare your answers with your partner's answers. Are they the same?
4. Write a really long instruction to show how the person can move from a to z. You can use the back of this sheet to write on.

## Topic 2: **Capacity** games and activities

*I can use a variety of words to talk about how full or empty a container is*

*I can explore filling a range of different containers with different objects and substances and make comparisons*

*I can compare how empty or full several containers of the same size are and put them in order*

*I have explored pouring an amount of liquid or sand into different containers and can see that, although it looks different, it is still the same amount*

### **Cupfuls**

1. You need a cup and a bucket.  
How many cupfuls fill the bucket?



cupfuls

2. You need a cup and a bowl.  
How many cupfuls fill the bowl?



cupfuls

3. You need a cup and a jug.  
How many cupfuls fill the jug?



cupfuls

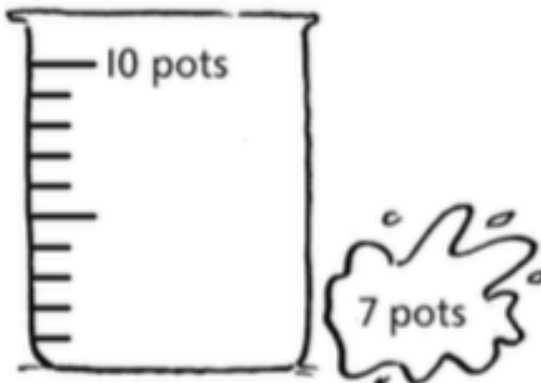
4. Choose your own container  
and draw it. How many cupfuls  
fill your container?

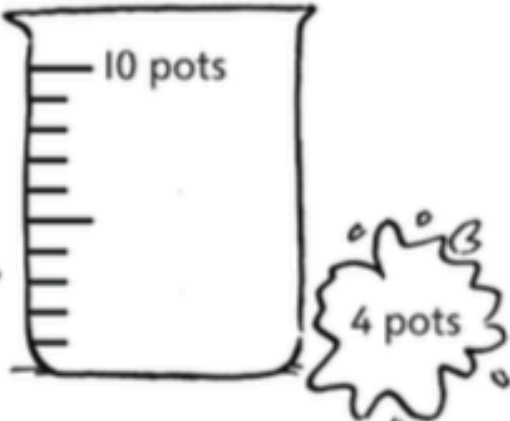
cupfuls

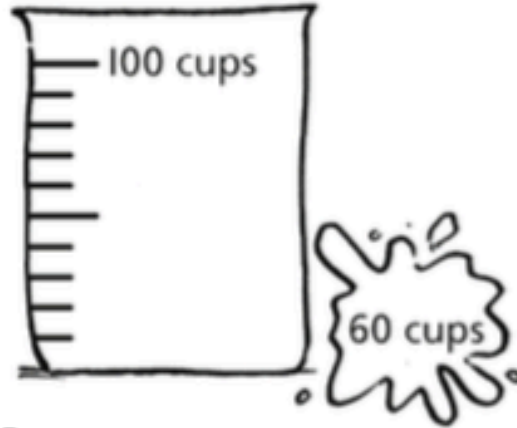
**Estimate and check** containers of different sizes (e.g. yoghurt pot, cup, bottle), lentils, 1-litre jug  
Talk about how many yoghurt pots of lentils you think it will take to fill the 1-litre jug and record their estimates. Then take turns to fill the pot with lentils and tip it into the jug. How many pots did it take to fill the jug? Compare this with their estimate (guess). Repeat with different sizes of container or different small objects such as pasta, rice, lego pieces. Is it always the same number of pots to fill the jug?

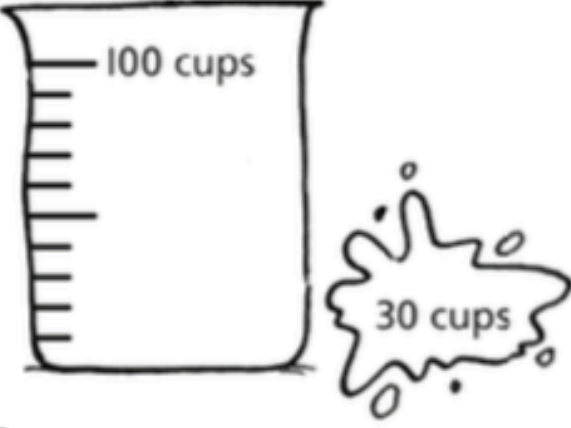
## Measuring capacities

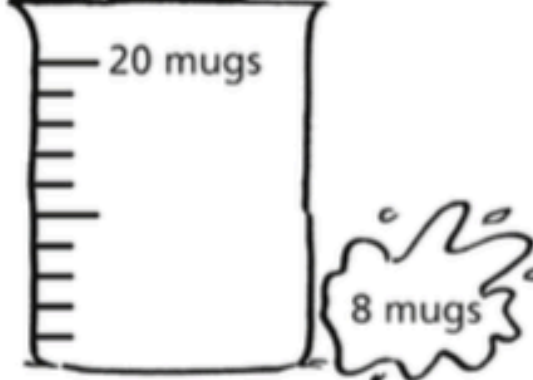
Draw a line to show how much liquid is in each container, and then colour up to the line.

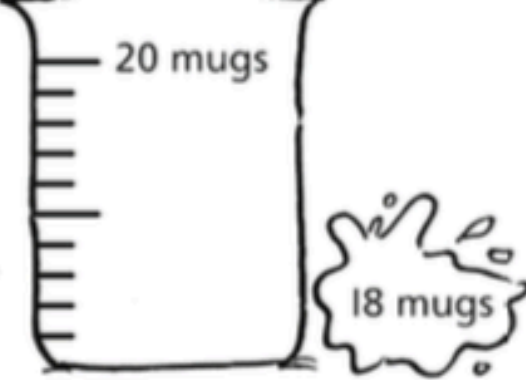
1. 

2. 

3. 

4. 

5. 

6. 



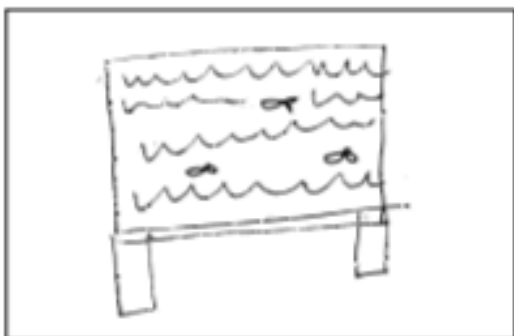
**Sort the line up** *You should gather up containers of different sizes and shapes*

Lift, hold and look at each container. Decide on the order of capacities in order from least to most. Line these up along a bench, across the table or even along the floor. Use something fun to fill each container (e.g. cupfuls of water, cubes, rubbers etc) and work out how much each container holds. Check if your original line-up was correct!

## Capacity

Draw something that:

1. holds more than a bucket



2. holds less than a saucer



3. holds about the same as a mug



4. holds more than a sink



5. holds less than a pen-lid



6. holds more than a lunchbox



7. Which of the things you have drawn do you think holds:

the most? \_\_\_\_\_

the least? \_\_\_\_\_

## Week 2 Numeracy:

### Compass points

**WALT:** *I know the four compass points and can give and follow directions using four compass points*

- I can talk about where in real life people might need to use compass points
- I can use a compass to find north and use this to find south and then east and west
- I can use my knowledge of turning to work out what compass point I will be facing after a particular turn or series of turns
- I can use my knowledge of compass points to give, follow and record directions for journeys using a wide range of language

Key language:

North	$\frac{1}{2}$ turn
South	full turn
East	$\frac{1}{4}$ turn
West	

If North is over there, show me where South is.  
Where is East?

If I face East and make a half turn, which  
direction will I be facing?

#### **Who uses a compass?**

Use an encyclopaedia and the internet to find out who uses a compass in their job.

Draw a poster showing the people who need a compass to do their job.

Online game:

<https://www.mathsisfun.com/games/direction-nsew-.html>

#### **Compass Points:**

This game is a fun way to learn or revise the four points of a compass.

Choose four places in your garden / livingroom to represent the four points of a compass. You could make a sign to set in each area to remind you! Your child should start in the middle of the area. Give them a series of short instructions using an action and a compass point. These could be: skip to the South, hop to the East, bunny-jump to the West or walk backwards to the North. You can then swap roles with your child where they should give you some instructions.

#### **100 square (2 players) 100 square, sticky notes**

Your child should put sticky notes on the four edges of a 100 square to indicate north, south, east and west. Choose and write a series of 1 and 2-digit numbers, face down in the middle. Each player takes 1 number from the pile and calls it out. They work out instructions to get from the first to the second number.

#### **Three things (Bedroom)**

Agree the direction of north from your bedroom (e.g. the wall with the window is north) and ask your child to name three items which are in a specified direction relative to another item. *Name three things which are north of where I am standing. Name three things which are west of the teddy.*



## Guess the place

2–4 players

Gameboard 54, mini-whiteboards

**Aim:** To give and follow directions

- One player chooses a starting place on Gameboard 54 and tells the other players.
- Then they secretly work out a finishing place. They give step-by-step instructions to the other players to reach this place.
- The other players all look at the board and follow the instructions but do not say anything out loud.
- Once the last instruction is given, players write where they travelled to on their whiteboard.
- Players reveal their answers at the same time. The first player confirms if they are correct.
- Keep playing, until all players have had at least one turn to give directions for the others to follow.



## Maze muddles

2–4 players

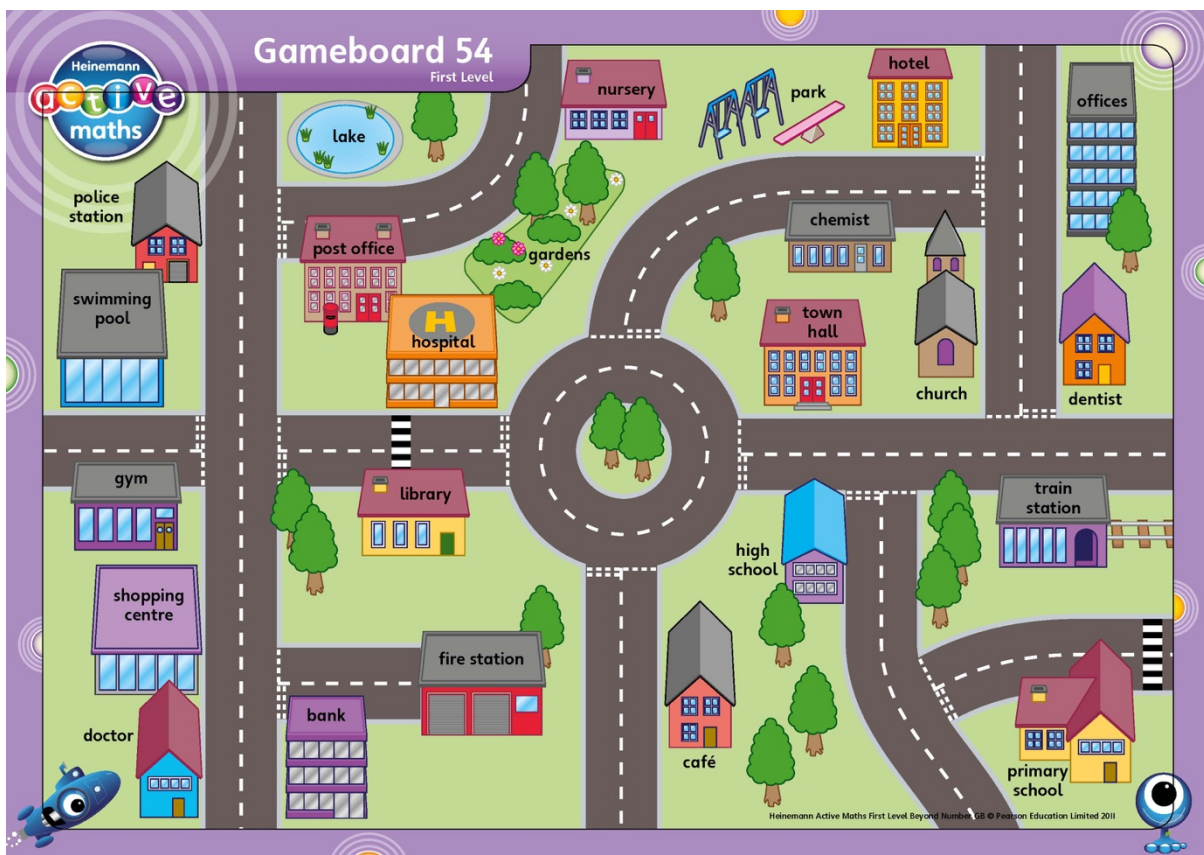
Gameboard 55, toy figures, 1–10 spinner, counters

**Aim:** To describe turns and collect counters

- Each player puts their toy figure on a coloured square on Gameboard 55 facing into the maze.
- Take turns to spin the 1–10 spinner – this is how many squares you can move.
- You can turn as many times as you like during your move but you have to say out loud how you are turning.

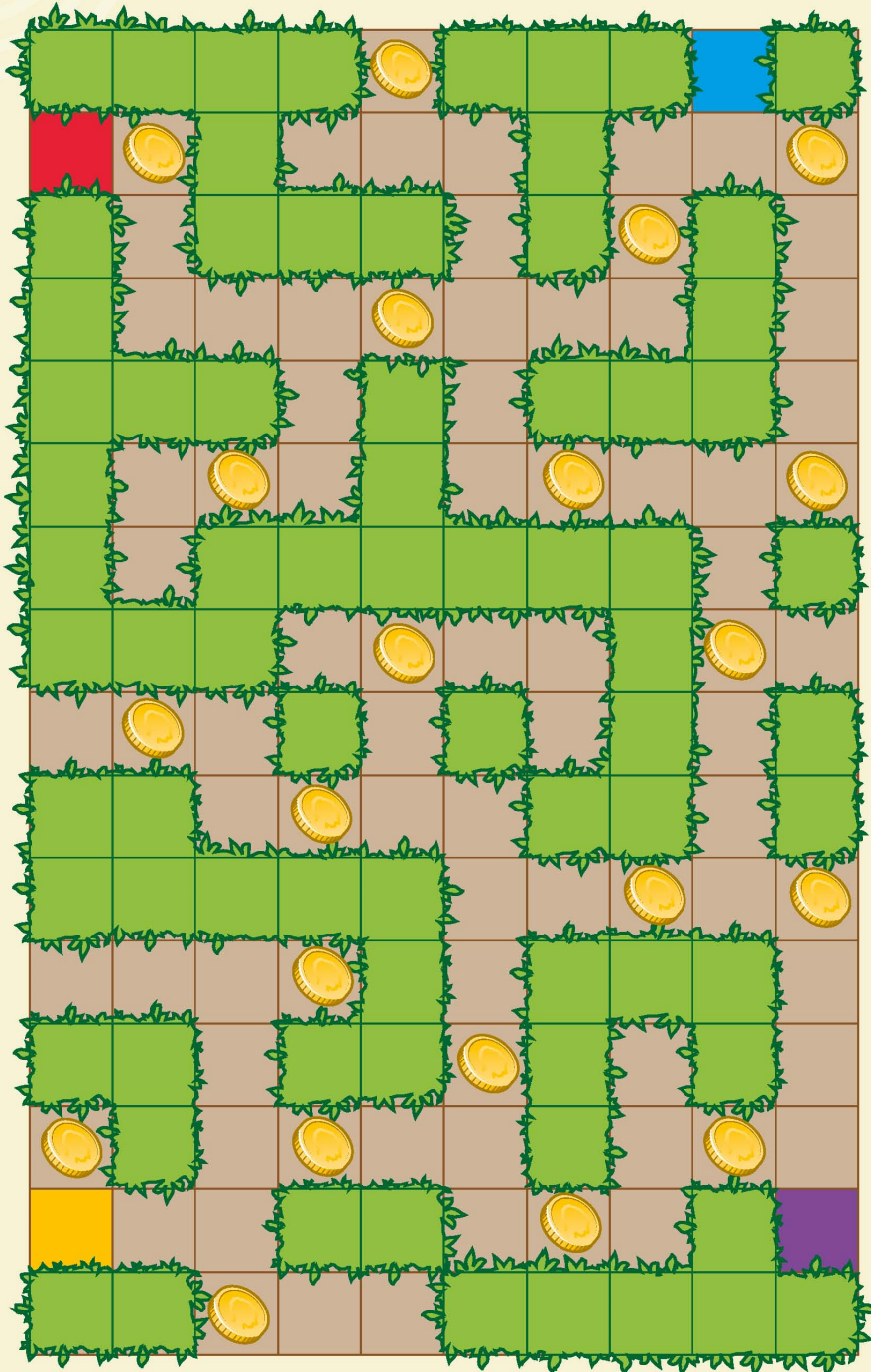
For example: *I am turning a quarter turn clockwise.*

- If you move across a square with a coin in it, you win a counter.
- Keep taking turns to move until one player wins 10 counters.

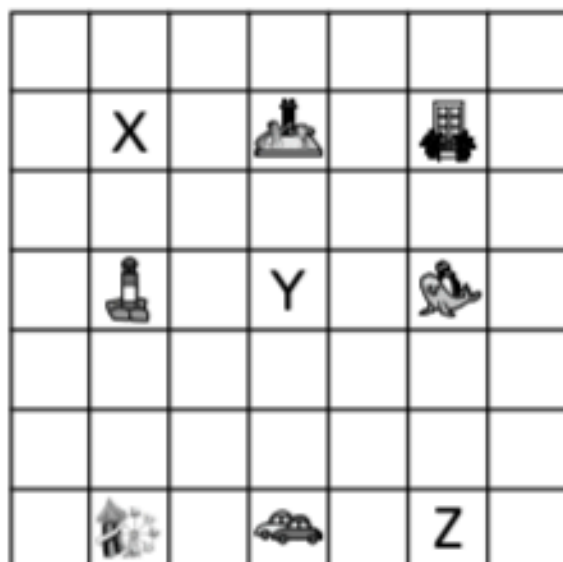


# Gameboard 55

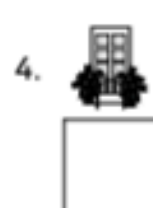
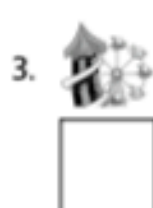
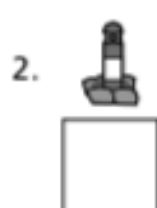
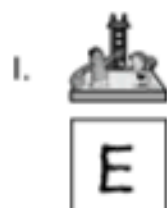
First Level



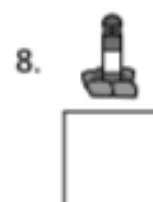
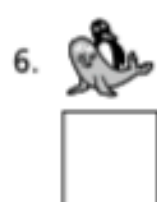
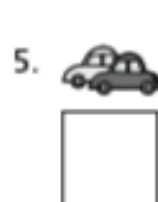
# North, South, East and West



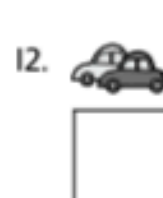
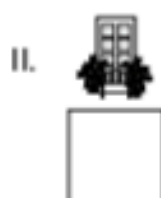
From X, what direction is:



From Y, what direction is:



From Z, what direction is:















Time:

**WALT:** *Read and make digital and analogue times* (o'clock, quarter past, half past, quarter to)

- Continue to use a range of online games to practise making and telling the time. Topmarks has a good range of fun games.
- You could make a clock at home to practise making and reading analogue times.
- You can use the back of your Homework Diary as a small whiteboard to record digital sums.
- Here are a range of activity pages.













## Telling the Time

Write down the time each clock is showing on the line underneath.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

# Telling the Time

Write down the time each clock is showing on the line underneath.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____



# Telling the Time

Write down the time each clock is showing on the line underneath.



### Clock Hours and Minutes Interactive Visual Aid

1. Cut around the edge of both clock faces and cut the solid lines on the first clock to split the clock into 12 sections.
2. Fold the dotted lines upwards.
3. Glue the reverse of the central square from page 1 onto the middle of page 2, ensuring the clock sections match.
4. Punch a hole in the clock hands and then fasten them to the middle of the clock using a split pin.

