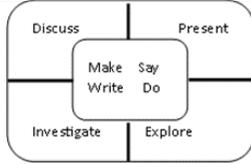




Bruntsfield School



Learning at Home during School Closures for P3

Tuesday 16/06/20

DAILY ACTIVITIES

Tues

PE: Joe Wicks (Body Coach) at 9am.
<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

Literacy

Spelling

Learning Intention: I can spell words with **ear** and **air** sounds.

Steps to Success:

1. I can read the words with **air**, **ear** sounds.
2. I can spell words with **air**, **ear** sounds.
3. I can put my spelling words in an alphabetical order.

Resources: jotter, pencil, Monday spelling worksheet (decoder).

Activities:

Use **Look, Say, Cover, Write** and **Check** method to spell your words. Use the words from Monday decoding worksheet. Here are some possible tasks – choose one, or you can do more than one.

1. Alphabetical order

Spell your **air** and **ear** words in an alphabetical order in your jotter. You can write the alphabet down your margin and see which letters will have the spelling words.

Can you add the spelling words for as many letters as possible?

2. Carroll diagram.

Organise your spelling words into a Carroll diagram. What

Maths/Numeracy

Patterns

Learning Intention: I have explored, continued and created different mathematical patterns.

Steps to Success:

1. I can recall my addition and subtraction number bonds quickly and accurately .
2. I can recall 2, 10 and 3 times tables facts quickly and accurately.
3. I can work out the rules for each pattern.
4. I can continue the pattern following the rule.
5. I can create my own patterns using different rules.

Maths vocabulary: pattern, rule, continue, increase, decrease, add, subtract.

Resources: worksheet, pencil.

Activity:

1. Ask the children to explain what a pattern is and give some examples of patterns they know.

A **pattern** is something that is being **repeated** and it follows a set **rule**.

2. Here are some simple patterns. Can you work

ICT

ICT – Dancemat Typing Word Processing

Learning intention: I can practise my word processing speed. Remember, practice makes slightly better!

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

Resources: Access to a computer or keyboard

Steps to Success:

1. Make sure you are sitting comfortably at your computer, straight back.
2. Check where the letters you need are, but then don't look, use your fingers to feel them out.
3. Place both hands on the keyboard and use all the fingers.
4. Accuracy and using the right fingers before speed.

Barefoot Coding Activity

Learning intention: I can identify patterns within instructions and reuse them.

Activity: In many ways, code is like the instructions in a recipe. When people write code, they often reuse other people's and change it slightly to make it their own! Here we will look at recipes and see how we can

would the sorting criteria be?

3. Sentences.

Use 10 of your spelling words in interesting sentences with adjectives, different openers and connectives. Can you use more than one spelling words in each sentence?

Grammar a or an?

Learning Intention: I can use **a** and **an** correctly.

Steps to Success:

1. I can name the vowel sounds and the consonant sounds.
2. I can explain the rule for using **a** and **an**.
3. I can use **a** or **an** before a noun or an adjective correctly.
3. I can find **a** and **an** in the text and explain the reasons.

Resources: jotter; pencil; any book or a newspaper and a highlighter; letter cards and vowel cards from the pack.

Activity:

Today we are looking at the *indefinite articles* **a** and **an**. The children can just call them articles. There is a rule when to use each article, but we will also test them by the way they sound when we speak: *Does it sound right?*

1. Vowels and consonants.

The children should be very familiar with the terms **vowels** and **consonants** since we used them regularly in literacy. Just to remind, we have 5 short vowel sounds:

a ,e, i, o, u

and 5 long vowel sounds that are spelled in different ways:

*ai/ay/a-e;

*ee/ ea/ -y/ e-e;

* igh/ ie/ -y/ i-e;

*oa/ ow/ o-e;

* ue/ ew/ u-e.

There are other vowel sounds that we know:

* oo;

out the rule and continue the patterns (orally)? Look carefully at the numbers and notice how the numbers change (What is happening between the first and the next number? Is it the same between the second and the third numbers?) – this is going to be your rule.

For example,
15, 20, 25, 30 – the numbers go up in 5, so the rule is: add 5. The next numbers will be 35, 40, 45.

27, 23, 19, 15 – the numbers go backwards in 4 steps, so the rule is: take away 4. The next numbers are 11, 7, 3.

- 1) 5, 6, 7, 8, 9, __, __, __
- 2) 19, 18, 17, 16, 15, __, __, __
- 3) 6, 8, 10, 12, 14, __, __, __, __
- 4) 31, 41, 51, 61, 71, __, __, __
- 5) 2, 5, 8, 11, 14, __, __, __, __
- 6) 80, 70, 60, 50, __, __, __, __

3. Worksheet.

Read and follow the instructions.

4. Create own patterns and post them on Teams for others to solve. Try to use a different rule for every pattern.

make them our own.

Steps to Success: Here are two recipes for sandwiches:

Cheese Roll

You will need
Cheese, bread roll, butter, grater, plate, knife

Instructions

1. Get the bread ready by cutting the roll and buttering it
2. Grate the cheese
3. Fill the roll with filling



Tuna Mayonnaise on Brown

You will need
Tuna, brown bread, butter, knife, mayonnaise

Instructions

1. Get the bread ready by slicing the loaf and buttering it
2. Mix the tuna and mayonnaise
3. Fill the roll with the filling



1. What do they have in common? What is different?
2. If you were to make a recipe for a ham sandwich on white bread, what would you change?
3. Compare your ideas to this recipe:

Ham and tomato on white

You will need
Ham, tomato, white bread, butter, knife

Instructions

1. Get the bread ready by slicing the loaf and buttering it
2. Slice the tomato and cut up the ham
3. Fill the roll with the filling



1. Look at the class website for more ideas on recipes patterns to change, choose pancake, milkshake or pizza.

Challenge: Make your recipe!

French– Weather Revision

Learning intention: I can revise key weather vocabulary in French.

Resources:

<https://www.youtube.com/watch?v=N-Ju6XS3tRs>
(weather song)

<https://www.youtube.com/watch?v=G8iBwQUvY-E>
(all the phrases to repeat – mini tutorial – you can pause at the end of the clip to show all of the different weathers)

Board game Worksheet/ Draw the Weather

Activity:

Warm up: Listen carefully to the clips and use the tutorial if you would like to go over some of the phrases more slowly. Have a sing of the song – it should be familiar by now!

Revision: Look at the picture worksheet – read the sentences slowly and look at the weather options. If you find the reading tricky ask and adult or sibling to help. Draw the weather in the box based on your understanding of the French.

Consolidation: Optional: Print the board game. Read the instructions on the board. This will be a bit trickier as it asks for your opinion on the weather. Use:

J’adore (I love)

J’aime (I like)

Je n’aime pas (I don’t like)

Je déteste (I hate)

Then say the weather. E.g. J’aime la pluie.



* aw / au

*oi/oy.

You can find the vowel cards in the pack.

Split the letter cards into consonants and vowels to help with the following tasks.

2. Rules:

We use **an** in front of a word that begins with a **vowel sound** and we use **a** in front of a word that begins with a **consonant sound**.



an ant



a spider

Try changing **a** and **an** around. Does it **sound** right?

a ant

an spider

3. a or an?

Write these words with **a** or **an** into your jotter.

| | | | |
|--------------|------------|--------------|-------------|
| 1. ___ peg | 2. ___ egg | 3. ___ chair | 4. ___ book |
| 5. ___ apple | 6. ___ boy | 7. ___ eel | 8. ___ oak |

4. Some more...

Write **a** or **an** in front of these adjectives. Think of a noun to go with each adjective. Write it in your jotter.

- 1) an ugly duckling
- 2) ___ boring ___
- 3) ___ tasty ___
- 4) ___ amazing ___
- 5) ___ even ___
- 6) ___ orange ___
- 7) ___ sharp ___
- 8) ___ impressive ___

5. Scan through your book to find **a** and **an**. Explain the reasons for their use.