

Choose the order and pace you complete activities.

Literacy - Talking and Listening -

Tell someone a riddle. Can they solve it?
For example: "What has a face and two hands but no arms or legs?"

Look at this website for some fun riddles to solve:
<https://icebreakerideas.com/riddles-for-kids>

Listen to an Aboriginal 'Dreamtime' sound story from Australia:

'Tiddalik the Frog' Part One

<https://www.bbc.co.uk/teach/school-radio/audio-stories-tiddalik-the-frog-part-one/zdrst39>

Literacy - Writing -

Make up a colour poem in the shape of a rainbow. Write a line about each colour in turn, e.g. red as a tomato and the pillar-post box; Orange as the sunset ...

Think of the pot of gold that is supposed to be at the end of the rainbow. Write about finding the pot of gold. What would you do with it?

Write an adventure story about yourself. Think of ten ambitious words that you want to include in your story.

Describe three different imaginary characters in a detailed paragraph.

Literacy - Spelling - 'g', 'j', 'ge', 'dge' and 'dj'

Practise reading, writing and knowing these words:

'dge' : badge, edge, bridge, dodge, fudge.

'ge' : age, huge, change, charge, bulge, village.

'g' and 'j' : gem, giant, magic, giraffe, energy, jacket, jar, joy, join, adjust.

Choose a minimum of 10 words to learn. Try taking these from the different lists. Complete tasks in the Spelling grid sent last week. Make up a sentence, sentences or a paragraph using these words and copy it out in your best cursive handwriting.

Literacy - Reading - Poem of the Week

'The Garden'

What can you see in the garden?

What can you see in the grass?

There are patches of buttercup yellow

That powder your feet as you pass.

There are daisies with petals that open

and close with the coming of night,

and bird's eye, as blue as the sky is,

and convolvulus, rosy . . . or white.

The field is awash with sweet clover

And noisy with hundreds of bees;

there are violets deep in the ditches,

And aconites under the trees . . .

There are poppies as red as a post box

and thistle and dandelion too.

Did ever you see such a garden?

An artist should paint it. Could you?

Number -

Complete sumdog daily challenges.

Order and sequence numbers:

<https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers>.

Draw the head of a caterpillar, write a number less than 100 within the head shape. Add segments following the pattern:

- If it is odd, add 1.
- If it is even, halve it.

Continue playing the game and writing the numbers into the segments until your caterpillar reaches the lowest possible positive numeral, e.g. 1.

Maths -

Capacity. Discuss: When is it important to know how much liquid a container will hold? When do we need to measure quantities of liquid? What units are commonly used when measuring capacity.

Compare the capacities of pairs of containers by filling one with water or rice and emptying the contents into the second container. Use this method to work out which of four containers has 1) the largest capacity, 2) the smallest capacity.

Collect five containers which appear to have about the same capacity. Measure the capacity of each container to see if you are correct. Draw a graph showing the capacities of the five containers.

Primary 3 Weekly Learning Grid

27 April - 1 May 2020

Choose the order and pace you complete activities.

<p>Jean Kenward</p>	<p>Create a timetable for your week using the 24 hour clock.</p>	
<p><u>Science -</u> Weight objects before and after floating and sinking experiments. Investigate displacement. Put your hand in a container full of water. Observe the water level before and after. Put objects in a jar of water. What happens? How can you measure and record the changing water levels? Test floaters in different strengths of salt solution Can you make a sinker float? How does a submarine work? Empty a soft drinks can or plastic bottle, fill it with water and allow it to sink. Can you devise a method of re-floating it? (Try using a straw or a length of plastic tubing). Try floating plastic containers that have holes in them. Do they sink? Press down. Do all things with holes sink? Make a cartoon strip to illustrate a floating and/or sinking story.</p>	<p><u>Art -</u> Focusing on matching colours: draw/paint a collection of objects with similar colours. Compare drawings/paintings made from different angles. Make a miniature 'hiding box'. Take a shoe box and cut a hole in the lid. Cover the hole with coloured cellophane. Build a miniature world inside the box, e.g. a space station, the woods at night, a summer garden, an underwater pool. Make a 'spy hole' in the end of the box. Name your coloured world. Write a travelogue about your new world.</p>	<p><u>Health and Wellbeing -</u> Health education: https://www.bbc.co.uk/teach/ks1-2pshe/zfyskmn Take part in a a Go Noodle or a Cosmic Kids Yoga session: https://www.youtube.com/userCosmicKidsYoga https://www.youtube.com/channel/UC2YBT7H Set up circuit training sessions focusing on maintaining a healthy heart. Remember the importance of warming up and cooling down.</p>
<p><u>R.E. -</u> Learn about what happened to the Apostles after Jesus rose from the dead. https://www.youtube.com/watch?v=3CMR4tHW3Ck Make a mind map with 5 interesting facts about the Apostles.</p>	<p><u>Music -</u> Listen to Antonio Vivaldi's 'Spring Concerto' from the 'Four Seasons' - YouTube - wmd10. (6:05 minutes). Can you identify the different instruments used to create the birdsong, the spring storm and the village dance? https://www.bbc.co.uk/bitesize 1st level Music: Topic: 'Composing' - 1 class clip: Listen and respond to the childrens' use of sound to describe the movement of snails and centipedes.</p>	<p><u>I.C.T -</u> 'BBC Scotland Bitesize Primary" website for daily lessons, games and videos. bbc teach curriculum clips twinkl resources for bbc teach khan academy - free online courses. https://diy.org/register an online learning world with subjects and projects.</p>

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<p><u>P.E. / Dance:</u> <u>BBC PE</u> https://www.bbc.co.uk/teach/ks1-2-physical-education/zj2n92p Choose a colour and move as you think the colour would move. Would blue be slow and smooth? Would red be spiky and fiery? Listen to Jean Kenward's 'The Garden' - There are daisies with petals that open and close with the coming of night. Make opening and closing movements. Use all your body and work very slowly. Stretch outwards and upwards for the morning movements. Curl back into your fingertips for night-time.</p>	<p><u>Rights Respecting Schools -</u> Article 12: "You have the right to be heard." Take time to complete the Childrens Parliament Survey on the School Website.</p>	<p><u>General Experiences -</u> Make connections: Compare any two objects; discuss how many things they have in common - colour, texture, natural/man made. Make colour spinners. Record what happens to the colours as they spin. Try other colour combinations.</p>
<p><u>Useful Websites/Apps -</u> read.mantralingua.com Dual language books for multi-lingual learners. https://stories.audible.com/start-listen www.pobble365.com pobble inspiration for writing, one image a day. Technologies: code.org learn to code. Bbc computing: https://www.bbc.co.uk/teach/ks1-2-computing/z7qtrj6</p>	<p><u>Modern Languages - French -</u> Topic : Colours: Vocabulary : Blanc(he) : white, bleu(e) : blue, brun(e) :brown gris(e) : grey, jaune : yellow, noir : black, rouge : red, vert(e) : green. Find a variety of coloured objects. Lift one up and pose the question: "De quelle couleur est-ce? : What colour is it? Reply, for example : "C'est jaune." : It's yellow. Once the game is finished write labels (in French as above) and add them to the objects. For help with pronunciation: https://www.bbc.co.uk/teach/ks1/2-french</p>	<p><u>Get in touch -</u> Please get in touch if you have any questions and/or to share your learning from the Learning Grid. Class Teachers' School email addresses: Janet.Morrison@st-johns.edin.sch.uk Portia.RyrieHorak@st-johns.edin.sch.uk Rebecca.Williamson@st-johns.edin.sch.uk Tweet the School: @Porty-StJs</p>