



Roseburn Primary School: Edinburgh Learns @Home  
**Week 1 Home Learning for Primary 3**



<p><b>Literacy and English - Reading</b>          Use the title, picture and blurb to select a book to read. Explain why you chose this story. What did you like/dislike about it? Use examples from the book to back up your answers.  <i>Would you read something by this author again?</i></p>	<p><b>Numeracy and Mathematics – 3D Object Hunt</b>          Go on a hunt for 3D objects in your home. What can you find? Can you name them?  <b>Challenge:</b> Explore the properties of your object – Which ones roll?, Do any of them stack? Can you sort them e.g. into those which roll and don't roll.</p>	<p><b>Health and Wellbeing</b>          Be a Smile-Spy! Draw a smile on lots of bits of paper and hide them in special places around your home. If someone finds one tell them something that puts a smile on your face. What puts a smile on theirs?</p>
<p><b>Literacy and English - Vocabulary and Spelling</b>          Look at the 200 most commonly used word list provided. See how far down the list you can get before you start getting stuck. Learn the next 6 on the list. Get someone to quiz you on them. Make sure you know what each word means. You could put each in a sentence to prove it.</p>	<p><b>Numeracy and Mathematics - Sequencing</b>          Sequence numbers in the range 1-100 e.g. write 38, 39, 40, 41 on separate pieces of paper, mix them up then sequence them. Repeat for other sequences.  <b>Challenge:</b> Can you try to sequence larger numbers? Can you order numbers which aren't in sequence e.g. 3, 71, 55, 12?</p>	<p><b>STEM</b>          Bring the wet weather indoors by creating a cloud in a jar:  <a href="https://www.giftofcuriosity.com/weather-science-how-to-make-a-cloud-in-a-jar/">https://www.giftofcuriosity.com/weather-science-how-to-make-a-cloud-in-a-jar/</a></p>
<p><b>Literacy and English - Question or Statement?</b>          Think about 5 things you would like to tell your friends or teacher. Write them down in sentences. Now think of 5 questions you would like to ask them. Write them down too. Do all your sentences have full stops and your questions have question marks?</p>	<p><b>Numeracy and Mathematics – Recognising Numbers</b>          Find a number between 1 and 100. Can you say the number out loud? Possible contexts – door numbers, pages in a book, buses.  <b>Challenge:</b> Look at two of your numbers. Which is larger? Also ask for the number before or after.</p>	<p><b>Expressive Arts</b>          Fold a piece of paper in half and then in half again so that your paper is split into quarters. On each of the 4 sections draw or paint the weather outside. Repeat on different days so that you have 4 different weather cards that you can put on display in your house.</p>
<p><b>Literacy and English - Writing</b>          Choose one of the pictures from the attached sheet. What do you think might be happening? Write at least 3 sentences explaining where, when and why the events are happening.</p>	<p><b>Numeracy and Mathematics – Dot to Dot Puzzle</b>          Complete the dot-to-dot puzzle on the back of this sheet.  <b>Challenge:</b> Can you do it backwards (starting from the largest number)?</p>	<p><b>Social Studies</b>          Try and learn two different knots and practise them until you don't need to follow the steps:  <a href="https://www.animatedknots.com/basic-knots">https://www.animatedknots.com/basic-knots</a>          Where do we use knots? What jobs might need you to be able to tie knots? How have knots been replaced?</p>
<p><b>Literacy and English - Talking and Listening</b>          Ask a family member for their opinion on something e.g. Should children get pocket money? Under what circumstances? Should homework be banned? Should we have school uniform? <b>Listen</b> to their answers and ask them</p>	<p><b>Puzzle - Code Name</b>          Write the number that represents each letter e.g. A=1, B=2, ... Then write your first name in code e.g. Ben would be 2/5/14. Can you write a coded message for a friend?</p>	<p><b>Modern Foreign Languages</b>          Does anybody at home or in your family speak a different language? Try to learn how to say hello, how to ask someone what their name is or even some different words for fruit and vegetables.  <i>“Les pommes sont magnifiques!”</i></p>



Roseburn Primary School: Edinburgh Learns @Home  
**Week 1 Home Learning for Primary 3**



<p>questions. Show them you value their opinion by allowing them to share it fully.</p>		
---	--	--



# Next 200 High Frequency Words

*in frequency order reading down the columns (water to laughed then let's to grow)*

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed



Roseburn Primary School: Edinburgh Learns @Home  
**Week 1 Home Learning for Primary 3**



**Think about:-**

Who is in the picture?

Where are they?

What are they doing and why?

When is this happening?

What do you think they are saying to each other?

What might happen next?



**Remember to:-**

- Use capital letters, full stops or exclamation marks.
- Use interesting sentence openers
- Read your sentences to make sure they make sense

Extra challenge

See if you can use conjunctions in your sentences.

---

---

---

---

---

---



Roseburn Primary School: Edinburgh Learns @Home  
**Week 1 Home Learning for Primary 3**



**Think about:-**

Who is in the picture?

Where are they?

What are they doing?

What do you think they are saying to each other?

What might happen next?



**Remember to:-**

- Use capital letters, full stops or exclamation marks.
- Use interesting sentence openers
- Read your sentences to make sure they make sense

Extra challenge

See if you can use conjunctions in your sentences.

---

---

---

---

---

---



## Self-reflection Plenary

At the end of a day of learning you might like to choose a row (A, B or C) and roll a die to select some self-reflection questions. You can look at them by yourself or, even better, discuss them with someone else.

	1	2	3	4	5	6
A	Were there any tasks today that I found too easy? Why? Could I have added my own challenge?	Were there any tasks today that I found too difficult? What made it difficult? Did I give up straight away or keep trying?	Did I estimate correctly how long each task would take? If not did I under estimate or <u>over estimate</u> ?	Did I start with the easiest bits of the task or the hardest? Did I work through tasks in a specific order?	Did I try going back to a tricky task later and reading it again? Did it make a difference?	Did any of yesterday's tasks make more sense today now that my brain has had time away from it?
B	Which parts of today's tasks used knowledge I felt confident about remembering?	Which tasks had new learning in them? What did I learn?	Thinking of one of my tasks. Did I understand the concept that I was working on?	Did I find it easy to stay on task today? What helped/hindered this? Is it different depending on the task?	Can I think of ways to improve my motivation for tomorrow?	Do I need to practise anything to make tomorrow's learning easier?
C	Did I have everything I needed to complete the tasks? Did I use anything to help me?	Did I get stuck? How did I get past that? Did I give up or try something else? What did I try?	What made my learning stick today? What did I do that helped me understand a <u>particular task</u> ?	How can I make sure I remember what I learned? What have I done in the past that has worked?	How long do I think I will remember what I learned? How could I check next week, next month?	Am I worried about anything after today's work? What can do if I am worried?