

Cuiken Primary Home Learning Grid

Literacy - Reading

1. **L.I. I am learning the definitions of some new Scots words.**

As there is a Scots focus this week I thought it would be good to see how many Scots words you know. See if you can write the English word next to the Scots word in the table. You may need a bit of help from an adult!

2. **L.I. I can confidently use appropriate tone and volume of voice when speaking aloud.**

Read the poem by J K Annand that I've attached and try to remember as much of it as you can. You will have to read it quite a few times to memorise it. Once you think you know it really well recite your poem to an adult. Challenge your adult to memorise the poem too and see if they can recite it without looking at the words for help. Good luck!



Literacy - Writing/Grammar

1. **L.I I can choose appropriate words and sentences for my purpose.**

In class you have written Acrostic Poems so this week I'd like you to write an Acrostic poem about Scotland. Remember to use the correct layout, check your spelling and punctuation and try to make it as interesting to read as you can. I'm really looking forward to reading your poems! I've included a template to help if you need it.

2. **L.I. I can attempt to spell unknown words using my knowledge of sounds.**

Once you have finished doing the Reading task (1) choose 6 of the words from the table and write them in interesting sentences. Try to write completely in Scots. To challenge yourself you could use more than one of the words in each sentence e.g. Yisterdy a hud a blether wi a bonnie wee lassie.



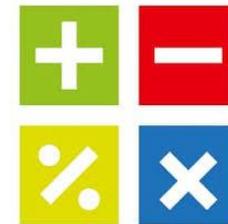
Numeracy

1. **L.I. I can use addition, subtraction, multiplication and division when solving problems.**

Sumdog is running a new competition starting at 8.00 am on 15th January. Please log on using your login and take part in the competition. It would be lovely to see one of the classes from Cuiken PS on the leader board. Come on P4!!

2. **I can use the multiplicative counting strategies to calculate the total.**

This week we are going to do a bit of multiplication with the 2 and 3 times tables. I've attached different sheets for you to choose from. They are mild, spicy and hot. Remember to do the one you think you can do and then challenge yourself to do another one at another time. If you really want you can do all three!!!



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Maths

1. **I can work out the fraction of the shape.**
Following on from last week we are going to continue with fractions. This week the sheets are bit trickier so take your time and concentrate when you are doing them. There are different ones for you to choose from (mild, spicy, hot). Do the one you think you can do first then challenge yourself to try one or all of the others.

2. **L.I. I can create symmetrical pictures.**
I know that everyone has worked on symmetry over the last few weeks and months. Remember something is symmetrical if it is the same on both sides! I have added some sheets which show 1 side of an object. Your job is to make that shape symmetrical. Take your time and if you want you can colour it symmetrically too.



HWB

1. **L.I. I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.**
It is very important that everyone relaxes and looks after themselves. Use the link to take part in Progressive Relaxation for Kids. Everyone in your family can join if they want.
<https://www.youtube.com/watch?v=cDKyRpW-Yuc>

2. **L.I. I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.**
Looking after our mental health is very important and something we tend to forget. To help you stay strong and focussed, go on a mindfulness walk. Use the instructions below to help you focus and stay calm.

Stand still and take several slow, deep breaths, which will help your body to relax.
Soften your focus and look at the ground in front of you.
Smile. Smiling signals to the brain that something nice is happening.
Walk slowly, focusing on the movements that go into each and every step.

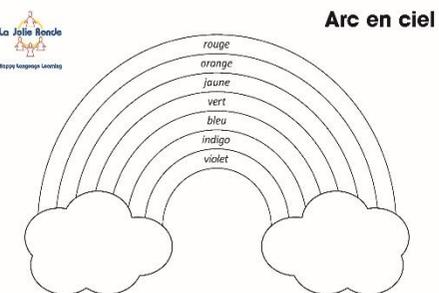
French

1. **L.I. I can respond to instructions which are accompanied by gesture and expression.**
Lingobox Learning. Join in live every Friday for fun, active French for primary learners! French Fridays will be live online every Friday at 11.00 on our Youtube channel, Lingobox Learning. The sessions are recorded so can be watched afterwards. Each session lasts 15 to 20 minutes. Friday 22nd January is a French PE Workout!

<https://www.youtube.com/watch?v=rXAuUh-pGYQ&feature=youtu.be>

2. **L.I. I can recognise and say some colours in French.**

To help you remember your colours in French, please colour in the attached rainbow using the correct colours. Once you have finished you can put it in your window to support all of our keyworkers!



Cuiken Primary Home Learning Grid

	<p>While walking, pay attention to what you see, smell and hear. Stop from time to time to notice interesting objects or sounds.</p> <p>At the end of the walk, stop and stand still again, and take a few deep breaths. Remember to smile at the end as well!</p> <div style="text-align: right; border: 1px solid black; width: 30px; height: 30px; margin-left: auto;"></div>	
<p style="text-align: center;">Family Learning</p> <p>1. L.I. I can spend time with my family doing different fun activities.</p> <p>Get an adult to help you make some shortbread. You will need to follow the recipe really carefully. Follow the link below for the recipe or you can use your own recipe. I'm sure your biscuits will taste lovely!</p> <p>https://www.bbc.co.uk/food/recipes/shortbread_1290</p> <div style="text-align: center;">  </div> <p>2. L.I. I can spend time with my family doing different fun activities.</p>	<p style="text-align: center;">Learning Across the Curriculum</p> <p>1. I can identify and discuss the main ideas and key words of a text I watch or listen to.</p> <p>Before Christmas we started to look at magnets and forces. This week we are going to do a bit more work on magnets. Use the link to watch this short film about magnetism by Dr Binocs and then answer the question on the attached sheet.</p> <p>https://www.youtube.com/watch?v=yXCeuSiTOuq</p> <p>2. I can identify and discuss the main ideas and key words of a text I watch or listen to.</p> <p>There are different kinds of forces. Use the link to watch a short film about Pushing and Pulling. Once you have done this find different things in and around your house that use different forces to move e.g. a toy car, a</p>	<p style="text-align: center;">Learning Across the Curriculum</p> <p>1. L.I. I can draw a range of visual information.</p> <p>Art - As there is a focus on Scotland this week I thought it would be nice to learn how to draw a Scottish thistle. Follow the step by step instruction shown in the short film and see how you get on. Use the link to take you to the correct page.</p> <p>https://www.youtube.com/watch?app=desktop&v=3byikfRhNc</p> <p>2. L.I. I can invent music individually displaying imagination and initiative.</p> <p>Music -You can make your own music by using different symbols for different noises and different body percussion.</p>



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Try to help around the house. Complete the table below to show what you have done each day. This could be making your bed, washing the dishes, tidying your toys or setting the table for lunch or dinner.

scooter. Complete the table to show what you found.

<https://www.youtube.com/watch?v=mEg5GOVpUIE>

What you will need

- Sheets of paper
- Pencils or pens

How to play

Start by designating some symbols for the different sounds that you can make using your bodies. You could assign different symbols for clapping, whistling, tapping the table, stomping, slapping yourself on the thighs, shouting a word and so on. The symbols need to be things you can write quickly, like lines, circles, waves, and triangles. Start by assigning 4 symbols to different sounds.

Next, write down a simple rhythm that you have made up. Once you have done this have a go at making your piece of music. Once you've got the hang of it make your piece of music longer using more symbols. Perform your piece of music to someone else in your family.





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Scots Words

L.I.I am learning the definitions of some new Scots words.

Write down the translations of the following Scots words. Some of them you may know already but some you might have to look up in the Dictionary of the Scots language at

www.scots-online.org.

Scots	English
muckle	
tottie	
quine	
shoogle	
crabbit	
dreich	
ben	
glaiKit	
craitur	
bide	
spier	
sleekit	
cuddie	
rammy	
een	
shooder	
mind	
hackit	
baith	

Scots	English
mingin	
bahookie	
haiver	
wabbit	
gleg	
blithe	
hertie	
dook	
thrawn	
bonnie	
lowpin	
coorie	
bairn	
eejit	
cludgie	
neb	
lug	
stoorie	
wheesht	



Cuiken Primary Home Learning Grid



Name _____

Date _____

2 TIMES TABLE SHEET 1



- | | |
|---------------------------------------|---------------------------------------|
| 1) $4 \times 2 = \underline{\quad}$ | 21) $\underline{\quad} \times 2 = 14$ |
| 2) $2 \times 6 = \underline{\quad}$ | 22) $2 \times \underline{\quad} = 6$ |
| 3) $3 \times 2 = \underline{\quad}$ | 23) $2 \times \underline{\quad} = 24$ |
| 4) $0 \times 2 = \underline{\quad}$ | 24) $\underline{\quad} \times 2 = 20$ |
| 5) $7 \times 2 = \underline{\quad}$ | 25) $\underline{\quad} \times 2 = 12$ |
| 6) $10 \times 2 = \underline{\quad}$ | 26) $\underline{\quad} \times 2 = 4$ |
| 7) $2 \times 5 = \underline{\quad}$ | 27) $2 \times \underline{\quad} = 18$ |
| 8) $2 \times 8 = \underline{\quad}$ | 28) $2 \times \underline{\quad} = 8$ |
| 9) $2 \times 2 = \underline{\quad}$ | 29) $\underline{\quad} \times 2 = 16$ |
| 10) $9 \times 2 = \underline{\quad}$ | 30) $2 \times \underline{\quad} = 10$ |
| 11) $2 \times 7 = \underline{\quad}$ | 31) $\underline{\quad} \times 2 = 6$ |
| 12) $12 \times 2 = \underline{\quad}$ | 32) $2 \times \underline{\quad} = 12$ |
| 13) $2 \times 10 = \underline{\quad}$ | 33) $\underline{\quad} \times 2 = 22$ |
| 14) $8 \times 2 = \underline{\quad}$ | 34) $2 \times \underline{\quad} = 20$ |
| 15) $2 \times 9 = \underline{\quad}$ | 35) $\underline{\quad} \times 2 = 18$ |
| 16) $1 \times 2 = \underline{\quad}$ | 36) $\underline{\quad} \times 2 = 24$ |
| 17) $2 \times 11 = \underline{\quad}$ | 37) $2 \times \underline{\quad} = 14$ |
| 18) $9 \times 2 = \underline{\quad}$ | 38) $2 \times \underline{\quad} = 2$ |
| 19) $2 \times 12 = \underline{\quad}$ | 39) $\underline{\quad} \times 2 = 22$ |
| 20) $7 \times 2 = \underline{\quad}$ | 40) $\underline{\quad} \times 2 = 0$ |



Cuiken Primary Home Learning Grid



Name _____

Date _____

2 TIMES TABLE SHEET 2



- | | |
|----------------------|-----------------------|
| 1) ___ x 2 = 10 | 21) 2 x ___ = 12 |
| 2) ___ x 2 = 6 | 22) ___ x 2 = 8 |
| 3) 2 x ___ = 2 | 23) 2 x 7 = ___ |
| 4) 2 x ___ = 12 | 24) 3 x 2 = ___ |
| 5) 4 x 2 = ___ | 25) 2 x ___ = 10 |
| 6) 0 x 2 = ___ | 26) ___ x 2 = 2 |
| 7) 2 x ___ = 14 | 27) 8 x 2 = ___ |
| 8) 10 x 2 = ___ | 28) 2 x ___ = 24 |
| 9) ___ x 2 = 4 | 29) ___ x 2 = 2 |
| 10) 2 x ___ = 8 | 30) 7 x 2 = ___ |
| 11) 12 x 2 = ___ | 31) ___ x 2 = 0 |
| 12) ___ x 2 = 20 | 32) ___ x 2 = 18 |
| 13) 2 x 5 = ___ | 33) 2 x ___ = 2 |
| 14) 2 x 3 = ___ | 34) 6 x 2 = ___ |
| 15) 2 x ___ = 18 | 35) 2 x ___ = 16 |
| 16) ___ x 2 = 16 | 36) ___ x 2 = 6 |
| 17) 2 x ___ = 22 | 37) 2 x 11 = ___ |
| 18) ___ x 2 = 0 | 38) 2 x ___ = 20 |
| 19) 11 x 2 = ___ | 39) ___ x 2 = 24 |
| 20) 2 x ___ = 24 | 40) 2 x 0 = ___ |



Cuiken Primary Home Learning Grid



Name _____

Date _____

3

TIMES TABLE SHEET 1



- | | |
|---------------------------------------|---------------------------------------|
| 1) $3 \times 6 = \underline{\quad}$ | 21) $3 \times \underline{\quad} = 15$ |
| 2) $5 \times 3 = \underline{\quad}$ | 22) $\underline{\quad} \times 3 = 3$ |
| 3) $3 \times 0 = \underline{\quad}$ | 23) $\underline{\quad} \times 3 = 0$ |
| 4) $8 \times 3 = \underline{\quad}$ | 24) $3 \times \underline{\quad} = 24$ |
| 5) $3 \times 7 = \underline{\quad}$ | 25) $\underline{\quad} \times 3 = 21$ |
| 6) $3 \times 3 = \underline{\quad}$ | 26) $\underline{\quad} \times 3 = 12$ |
| 7) $4 \times 3 = \underline{\quad}$ | 27) $3 \times \underline{\quad} = 27$ |
| 8) $9 \times 3 = \underline{\quad}$ | 28) $3 \times \underline{\quad} = 9$ |
| 9) $3 \times 8 = \underline{\quad}$ | 29) $\underline{\quad} \times 3 = 33$ |
| 10) $12 \times 3 = \underline{\quad}$ | 30) $3 \times \underline{\quad} = 18$ |
| 11) $3 \times 8 = \underline{\quad}$ | 31) $\underline{\quad} \times 3 = 36$ |
| 12) $7 \times 3 = \underline{\quad}$ | 32) $3 \times \underline{\quad} = 21$ |
| 13) $3 \times 11 = \underline{\quad}$ | 33) $\underline{\quad} \times 3 = 27$ |
| 14) $6 \times 3 = \underline{\quad}$ | 34) $3 \times \underline{\quad} = 12$ |
| 15) $3 \times 9 = \underline{\quad}$ | 35) $\underline{\quad} \times 3 = 24$ |
| 16) $2 \times 3 = \underline{\quad}$ | 36) $\underline{\quad} \times 3 = 6$ |
| 17) $3 \times 12 = \underline{\quad}$ | 37) $3 \times \underline{\quad} = 30$ |
| 18) $3 \times 3 = \underline{\quad}$ | 38) $3 \times \underline{\quad} = 36$ |
| 19) $0 \times 3 = \underline{\quad}$ | 39) $\underline{\quad} \times 3 = 3$ |
| 20) $11 \times 3 = \underline{\quad}$ | 40) $3 \times \underline{\quad} = 33$ |

Key question: what do you notice about the total of the digits in the answers to the three times tables?





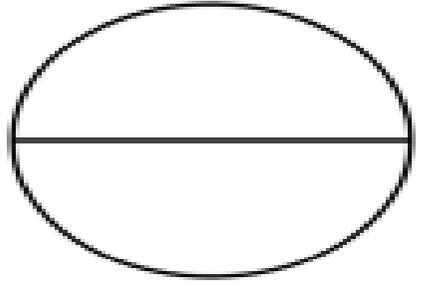
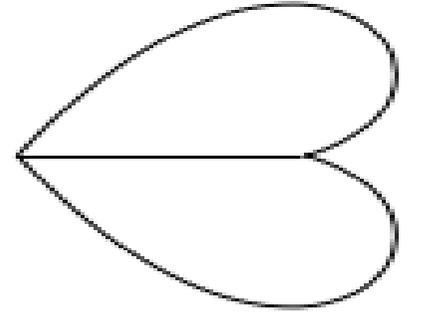
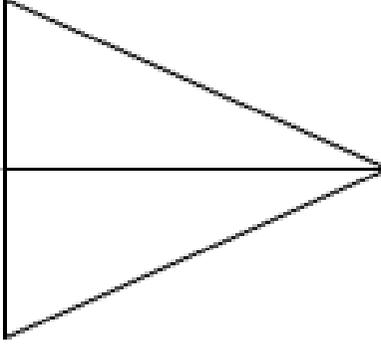
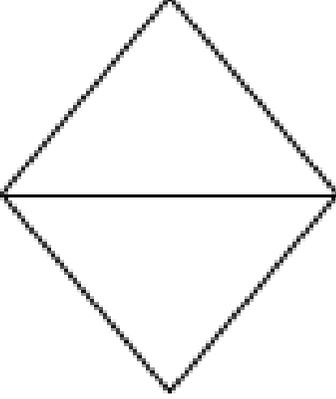
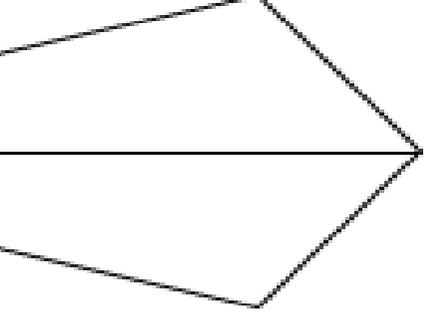
Cuiken Primary Home Learning Grid



Fractions
HALVES

Name _____

Color $\frac{1}{2}$ of each shape.

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Cuiken Primary Home Learning Grid

Name _____

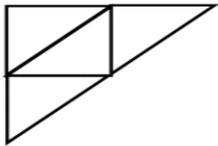
Date _____

FRACTIONS OF SHAPES 3

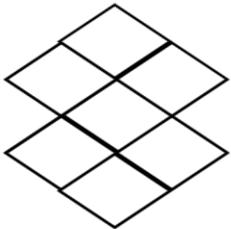


Shade the correct fraction of each shape.

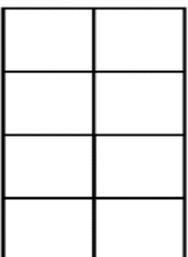
Remember $\frac{1}{4}$ means 1 out of every 4!



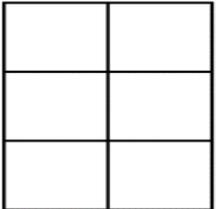
Shade $\frac{1}{2}$



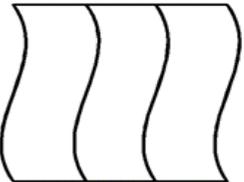
Shade $\frac{4}{7}$



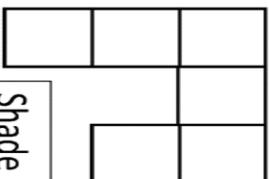
Shade $\frac{1}{4}$



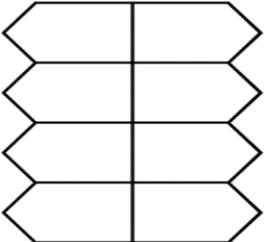
Shade $\frac{1}{3}$



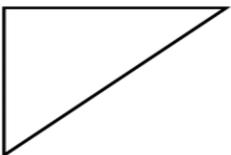
Shade $\frac{2}{3}$



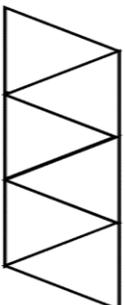
Shade $\frac{1}{2}$



Shade $\frac{3}{4}$



Shade $\frac{1}{2}$



Shade $\frac{2}{3}$



Cuiken Primary Home Learning Grid



Name _____

Date _____

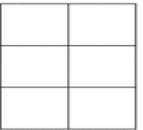


FRACTIONS OF SHAPES 4

Shade the correct fraction of each shape.

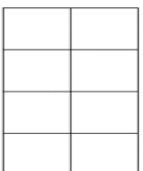
Remember $\frac{1}{4}$ means 1 out of every 4!

1)



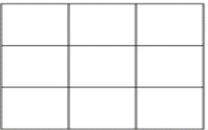
Shade $\frac{1}{2}$

2)



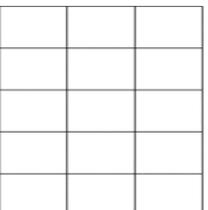
Shade $\frac{1}{4}$

3)



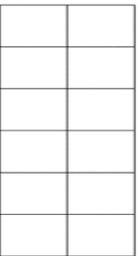
Shade $\frac{2}{3}$

4)



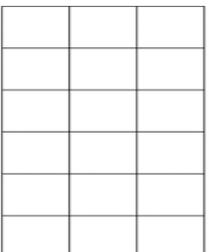
Shade $\frac{1}{3}$

5)



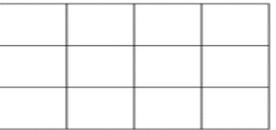
Shade $\frac{3}{4}$

6)



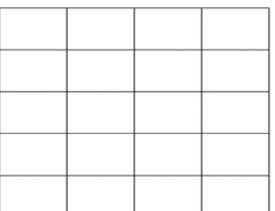
Shade $\frac{1}{5}$

7)



Shade $\frac{5}{12}$

8)



Shade $\frac{4}{5}$



Cuiken Primary Home Learning Grid



	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		



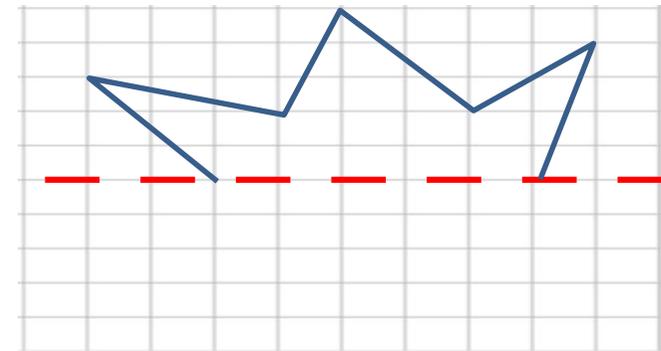
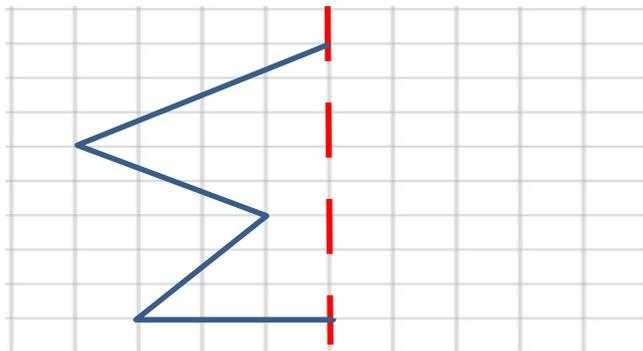
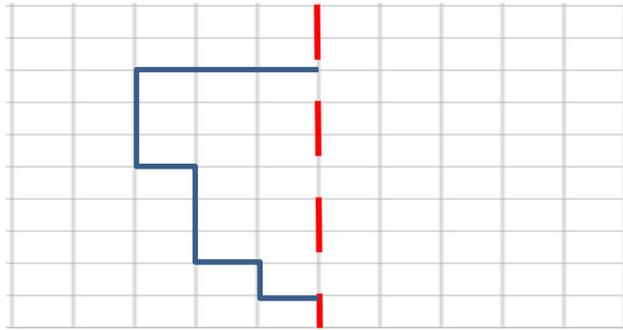
Cuiken Primary Home Learning Grid



Symmetry – Completing symmetrical shapes

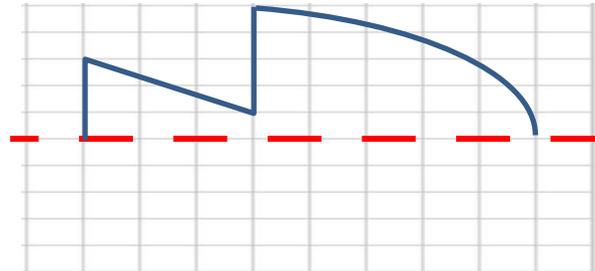
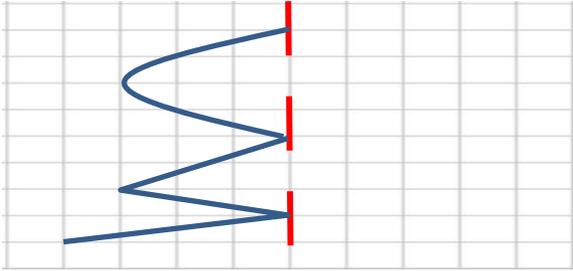
Grade 3 Geometry Worksheet

Drawing the other half of the following symmetric shapes.





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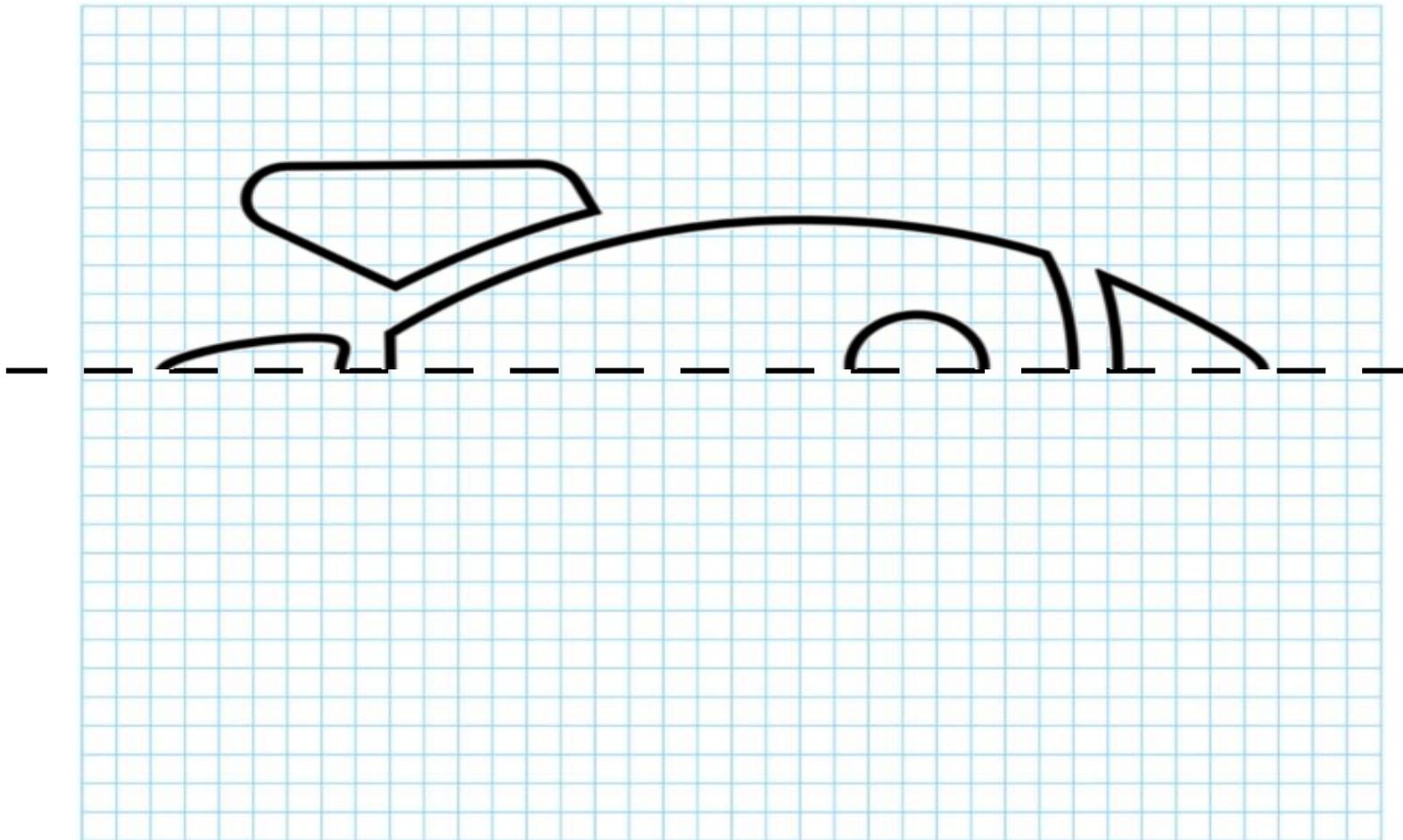


Symmetry – A symmetric rocket

Grade 3 Geometry Worksheet

Drawing the other half of this symmetric rocket.

Online reading & maths



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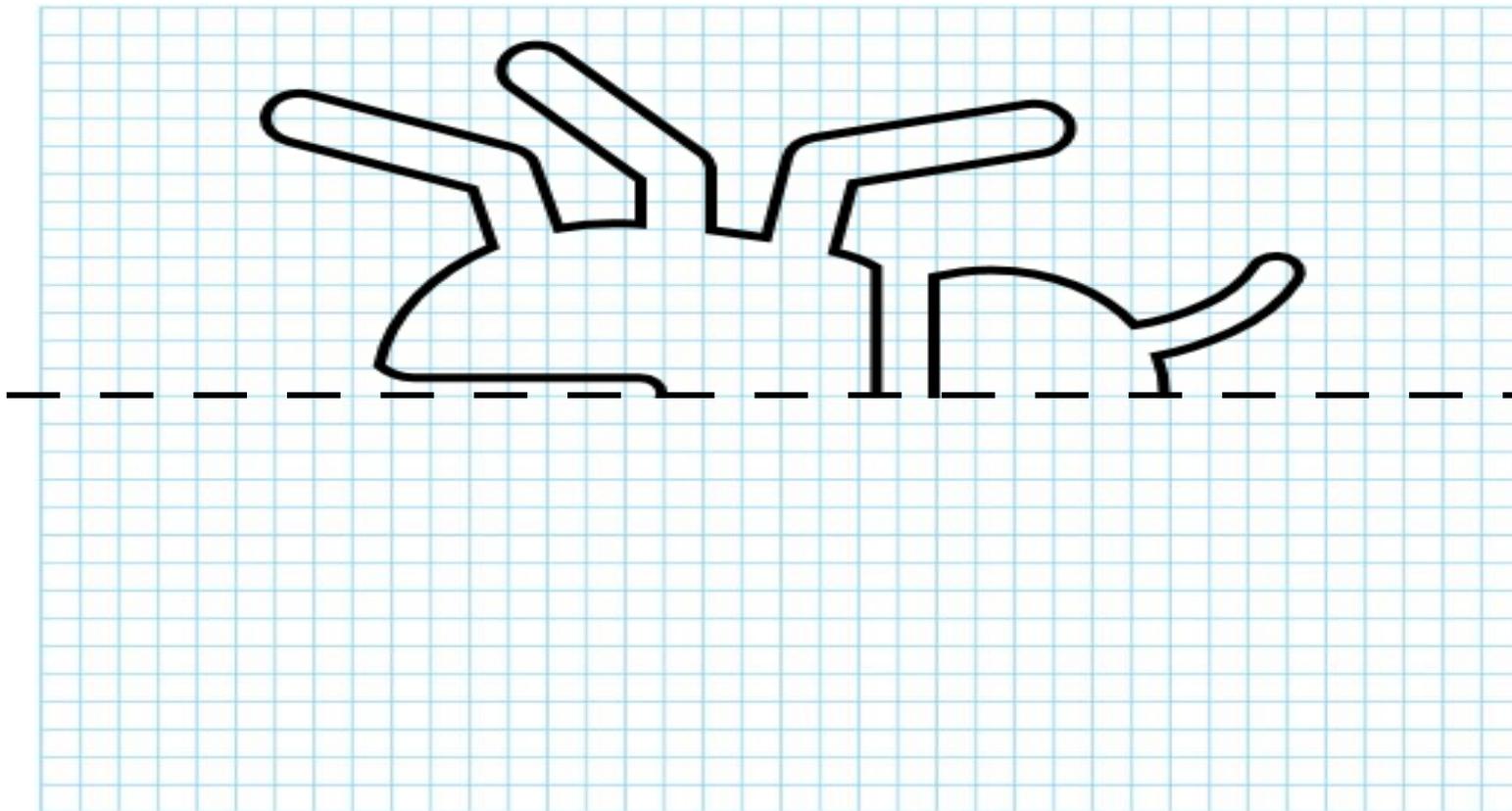


Cuiken Primary Home Learning Grid



Grade 3 Geometry Worksheet
Symmetrical shapes

Grade 3 Geometry Worksheet



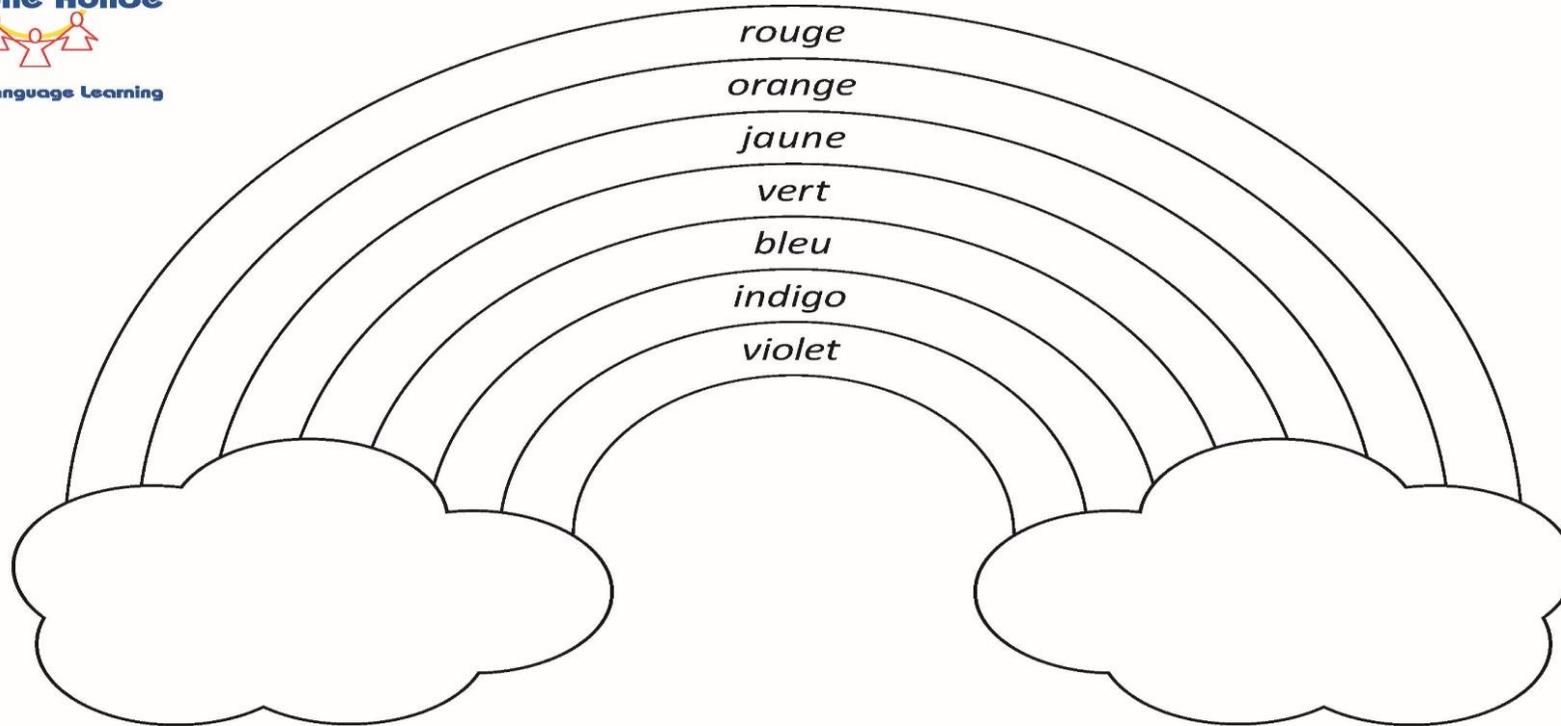
Drawing the other half is symmetrical



Cuiken Primary Home Learning Grid



Arc en ciel





Cuiken Primary Home Learning Grid



Shortbread



Preparation time

less than 30 mins

Cooking time

10 to 30 mins

Serves

Makes 20-24 shortbread

Ingredients

125g/4oz [butter](#)

55g/2oz [caster sugar](#), plus extra to finish

180g/6oz [plain flour](#)

Method

Preheat the oven to 190C/375F/Gas 5.

Beat the butter and the sugar together until smooth.

Stir in the flour to get a smooth paste. Turn on to a work surface and gently roll out until the paste is 1cm/½in thick.

Cut into rounds or fingers and place onto a baking tray. Sprinkle with caster sugar and chill in the fridge for 20 minutes.

Bake in the oven for 15-20 minutes, or until pale golden-brown. Set aside to cool on a wire rack.



Cuiken Primary Home Learning Grid



Magnets

1. What is the name of the area of magnetic force around a magnet?
2. What are the object called that are attracted to a magnet?
3. What 3 metals must magnetic object contain to be attracted to a magnet?
4. What do you call the ends of a magnet?
5. What happens when you put the 2 north poles of a magnet together?
6. What happens when you put a north pole and a south pole of a magnet together?
7. What happens when you cut a magnet in to 2 pieces?
8. If an object has a strong magnetic field can it pull an object underwater?



Cuiken Primary Home Learning Grid



Item	Push	Pull





Cuiken Primary Home Learning Grid



Street Talk

There was a rammie in the street,
A stishie and stramash.
The crabbit wifie up the stair
Pit up her winda sash.

"Nou what's adae?" the wifie cried,
"Juist tell me what's adae."
*A day is twinty-fower hours, missis,
Nou gie us peace to play.*

"Juist tell me what's ado," she cried,
"And nane o yer gab," cried she.
*D'ye no ken a doo's a pigeon, missis?
Nou haud your wheesht a wee.*

"I want to ken what's up," she cried,
"And nae mair o yer cheek, ye loun."
*It's only yer winda that's up, missis.
For guidsake pit it down.*

by

J K Annand



Cuirken Primary Home Learning Grid



S
C
O
T
L
A
N
D

Complete each activity on the grid - these can be completed in Green Jotter you were given.