# P3 Core Learning Tasks

**Listening and Talking**

Learning Intention – To develop vocabulary during discussion

Success Criteria –

* Take turns to speak at an appropriate time
* Listen to your adult and the words they are using
* Try to use new words

Look at the image below and talk about what you see happening. Consider the questions alongside. You do not need to write answers to the questions, this task is to develop your vocabulary and discussion skills.

A screenshot of a cell phone

Description automatically generated

**Time to Talk**

* What is happening in the picture?
* What is the boy doing? Why?
* What could he be imagining?
* Where did the sword come from?
* What is the man feeling? Why?
* Do you think their bath times are usually like this?

**Numeracy**

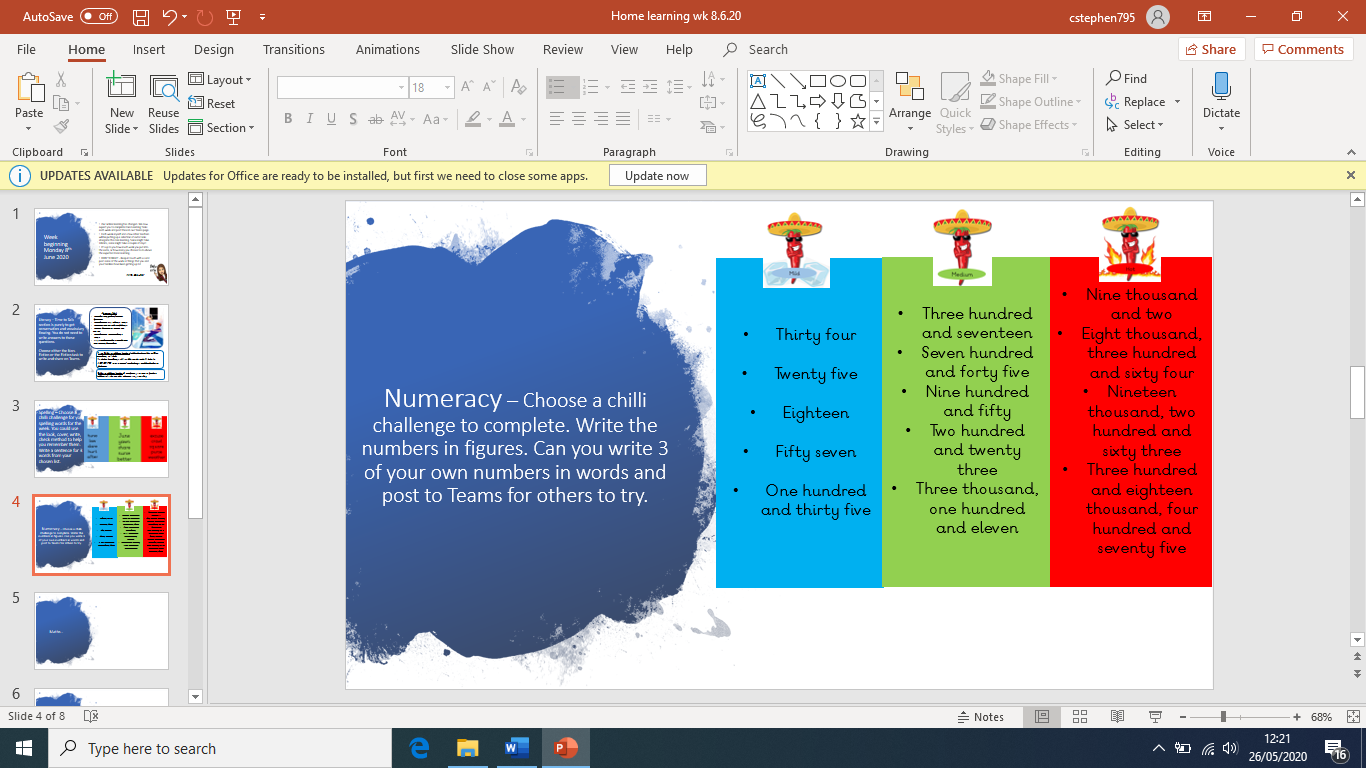
Learning Intention – To understand place value and the importance of zero

Success Criteria –

* Read the numbers aloud
* Use numbers to show the digits in the correct place
* Copy and complete the grid below to demonstrate Thousands, Hundreds, Tens and One understanding when writing the numbers out

Choose a chilli challenge to complete. Write the numbers in figures, ensuring digits are in the correct place. Can you write 3 of your own numbers in words and post to Teams for others to try.

|  |  |  |  |
| --- | --- | --- | --- |
| Th | H | T | O |
|  |  |  |  |



**Maths**

Learning Intention – To be able to estimate and measure to the nearest centimetre using a ruler or tape measure.

Success Criteria – I can remember to

* Estimate first (guess) the length of each object.
* Measure to the nearest centimetre.
* Put the 0cm on the ruler at the end of the object to be measured.
* Make sure the ruler is straight underneath the object to be measured.
* Look at the ruler where it reaches the end of the object.

Collect 10 different objects. e.g. a pencil, jotter, toy car, empty juice carton, etc.

Write down what the object is in a table as shown below.

Estimate the length of objects before measuring them. Write this down.

Measure the length of the object to the nearest centimetre. Record this.

|  |  |  |
| --- | --- | --- |
| Object | Estimated length | Measured length |
|  |  |  |

Think about your results.

Was your estimate close to the actual measurement?

Which is the shortest object? Which is the longest object?

Find the difference between the shortest and the longest objects.

**Practise measuring objects at**

<https://www.topmarks.co.uk/maths-games/measuring-in-cm> **Level 1**