

Suggested learning opportunities for P3 cards and measuring tape

Beastie Battle

Mathematics and numeracy

- Play a game of Beastie Battle in pairs or a small group. See inside the pack for the instructions. **(MNU 1-02a)**
- Make your own card for the Beastie Battle pack by finding an animal (or beastie!) and looking up its length, weight, lifespan, and a special skill it has. **(MNU 1-02a)**
- Play Guess Who with a partner using two sets of cards. Each of you choose an animal and the other person asks yes or no questions like “Do they weigh more than 5kg?”. Whoever guesses correctly first is the winner! **(MTH 1-15a)**
- Pick a Beastie Battle card and line up as a class in order of length from longest to shortest. Ask your classmates questions to try and identify the correct order of the sequence – but don’t show them your card! **(MTH 1-15a)**

- Pick a card at random. Now use chalk to mark in the playground how long you estimate the length. Use your tape measure to check how close you were! **(MNU 1-11a, MNU 1-11b)**
- Come up with your own game to play with the Beastie Battle cards! **(MNU 1-02a)**

Sciences

- Sort the different animals into categories: mammals, birds, insects, reptiles, animals that can fly or swim, or herbivores, omnivores and carnivores. **(SCN 1-01a)**
- As a class identify all the creatures you have seen in real life and put those cards to one side. What animals are left? Where could you find them? Plan a trip that would enable you to see all your remaining animals! **(SCN 1-01a)**

Technology

- Pick one of the animals on the card to research and use a computer or device. Can you find out what they sound like? Or

- Science, numeracy and mathematics
- Literacy and English
- Health and wellbeing
- Expressive arts

pictures of where they live?
(TCH 1-01a)

Literacy and English

- Choose a random object from your classroom (e.g., a pencil) and design a beastie that is the same length and weight – you can use your measuring tape to help you! Now, create a new Beastie Battle card for your creature, deciding on a name, lifespan, and its special skill. **(LIT 1-28a, MNU 1-11a)**
- Choose an animal that you think should have a higher special skill score. Have a debate and try to persuade your classmates around to your way of thinking. You could share your opinion of why it should be higher, answer questions and share your ideas to win them over. **(LIT 1-09a)**
- Some of the animals on the cards are real, but some of them are mythical! Do you know which ones? Look up animals like Nessie, unicorns, and haggises to learn about the stories behind them. **(LIT 1-08a)**

Health and wellbeing

- All the cards show the animals’ special skills. Have a think about what your special skill is. Is there something you’re really good at – whether a hobby, interest or being kind to other people? **(HWB 1-05a)**

Art

- Pick one of the animals and draw your own version of them to create your own fact file. You can use the information on the card as well as trying to find some other sources to learn more about them! **(EXA 1-04a, LIT 1-06a)**

Drama

- Working in small groups, ask the children to each choose an animal from the cards. Take it in turns to act out the animal’s special skill whilst the rest of the group guess the animal. **(EXA 1-12a)**
- Give everyone their own card that they have to keep secret. Ask them all to make the sounds and movements of the animal on their card. How quickly can they

find the other people pretending to be the same animal?
(EXA 1-13)

Story Cards

Mathematics and numeracy

- Choose one of the settings from the story cards and design a map of this on the grid template. Ask your classmates to describe or find different parts of your map using the coordinates.
(MTH 1-18a)

Sciences

- Using the cards create a scenario – e.g., a knight needs to deliver a special potion to the bear, but the potion needs to be kept cold. Investigate what materials or properties you'd need to solve your problem.
(SCN 1-15a)

Technology

- Use [Book Creator](#), [Storyboard That](#) or a similar app to make a digital version of a story you have written, including adding pictures.
(TCH 1-01a)

Literacy and English

- Select three story cards then work in groups to create a story around the object, setting and character. Share all of the stories with the class and notice how

different they are. **(LIT 1-20a)**

- Sort the cards into different genres together as a class by asking questions like “What kind of book would an astronaut be in?” Ask the pupils what their favourite genre to read is. Make a poster about it, featuring their favourite stories in the genre and what they like about it.
(LIT 1-04a, LIT 1-11a)
- Choose the mystery or scary card, then work in a pair to make up a short story to tell. Think about how you can use pace, gestures, expressions, emphasis on certain words and word choice to make it sound mysterious or scary. Swap your stories with another pair.
(ENG 1-03a)
- Read a story to the class and ask them to guess what genre it is as they listen. What clues did they pick up on? **(LIT 1-04a)**
- Create an oral story around the class. The first child chooses a story card, shows everyone the picture then starts the story by introducing the character, setting or item. The next child chooses a new card and continues the story. Keep telling the story until the cards are finished, or

everyone has had a turn.
(ENG 1-03a, LIT 1-07a)

- In groups, create a six-picture storyboard. Draw the images in the squares then write short captions underneath to explain what is happening. **(LIT 1-26a)**
- Choose two or three of the story cards and see if you can think of a super sentence involving the pictures and words on the card, as well as using some adjectives to describe them. **(LIT 1-06a)**

Health and wellbeing

- Choose two character cards and write a story about how they became friends, thinking about what qualities are helpful for making friends! **(HWB 1-44a)**

Social studies

- As a group, pick a period of history that could be an interesting setting for a story. Learn about it as a class using historical evidence, then practise describing or writing about it so you're ready to use it in stories.
(SOC 1-04a)

Drama

- Use the cards to inspire a piece of role play. Give everyone a character by asking them to draw a card, then draw another card for setting, and lastly an

item card is something they have to work together to find!
(EXA 1-12a)

Music

- What would the soundtrack be for different genres? Pull a card and experiment with different music technologies or instruments! **(EXA 1-17a)**

Dominoes

Mathematics and numeracy

- Use the video on our website to learn how to play a game of dominoes! **(MNU 1-02a)**
- Write down the numbers 0-12. As you turn over the cards count the domino spots to work out what your card totals to and tick it off your list of numbers. Which numbers are the trickiest to find? Which number do you find the most of? **(MNU 1-03a)**
- Pull a random card. Imagine that the number on it is how many pounds you have. What could you buy? Would you get any change? **(MNU 1-09a)**
- Pull a random card. Imagine that the number on it is a time (either AM or PM). How many hours is that away? What would

you normally do at that time?
(MNU 1-10a)

- Place the domino cards face down. Have one person pick a card. Everyone has to guess the total amount of spots by asking yes or no questions, for example; "Is it an odd number?" "Is the total more than 5?" etc.
(MNU 1-03a)

Technology

- If you have domino blocks, create your own domino run! How far can you make it run? Can you involve other objects as barriers? If you don't have dominoes, you could explore building a house of cards.
(TCH 1-09a)

Social studies

- Investigate the history of dominos, how the game was created and what country it was from. Compare old Domino sets (made of ivory) to the ones on your cards. How are they different? What is the same?
(SOC 1-04a)

Measuring tape

Mathematics and numeracy

- In pairs, measure an item with your hand and then again with someone else's hand. Is there a different number? Now use your tape measure. Make a comparison chart together that shows the difference in estimates and actual measurements.
(MNU 1-01a)
- Work with a partner or in a small group, taking turns to measure something like a shoe, hand or arm (etc.). Now estimate how many shoes, hands or arms would make one metre.
(MNU 1-01a)
- Find someone shorter, longer or the same as one metre.
(MNU 1-11a)
- Measure and compare different body parts. What do you think is the shortest part of your body? What is the widest? Try your head span, is it more than or equal to your waist? Create a chart and compare with a partner. **(MNU 1-20a)**