Primary 3 Learning Plan

Term:- 2A Date: January/ February 2018

TOPIC - Transport

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|  | Reading | Writing | Talking & Listening |
| Literacy  C:\Users\cmceldowney133\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JLRDRMGR\abc[1].gif | * Understand story types by examining events, settings, characters and language. * Investigate and use words associated with time, e.g. soon, before, as, when. * Know and understand the concept of alphabetical order. * Understand that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries. * Know how to locate words and information using initial letter or letters in a range of alphabetically ordered texts, e.g. dictionaries, glossaries, thesauruses, indexes, directories. * know the term ‘explanation’ and have experience of flow charts and cyclical diagrams that explain a process, e.g. life-cycle of a frog * know to expect patterns of rhythm, rhyme and other features of sound in poems * know the terms ‘poet’, ‘poem’, ‘verse’, ‘rhyme’ and ‘rhythm’ and use when discussing favourite poets and poems. * Know how to use a range of reading strategies to work out, predict and check the meanings of unfamiliar words and make sense of what they read. * Hear, read and spell initial, final and medial letter sounds in words. * Read familiar words. * Know and understand that a sound can be represented by more than one letter and in various ways. * Use word endings, e.g. ‘s’ (plural), ‘ed’ (past tense), ‘ing’ (present tense) to support reading and writing. * Spell new words using phonics and a range of self-checking strategies. | * Write legibly showing control of letter formation and sizing. * Begin the first handwriting join. * Use upper and lower case letters appropriately. * Use correct spacing between words. * Use keyboard skills to write short texts * Write correct spelling for familiar words * Re-read own writing for sense and punctuation. * Recognise that sounds are represented by letters; understand one letter to one sound correspondence. * Identify, segment and blend syllables in words orally, in reading and in writing * Identify mis-spelt words in own writing. * Write simple stories and poems. * use story settings from reading, e.g. re-describe, use in own writing * use commas to separate items in a list * Make class dictionaries and glossaries of special interest words, giving explanations and definitions. * Produce simple flow charts or diagrams that explain a process. * investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, | * Have a sense of audience through reading aloud own stories and poems. * Speak clearly and audibly with confidence to a range of audiences. * Understand the concept of story types by examining events, settings, characters and language used * Know when the reading aloud of a poem makes sense and is effective. * Discuss familiar story themes and link them to their own experiences, e.g. illness, getting lost, going away * Read text aloud with intonation and expression appropriate to the grammar and punctuation. * Use tense consistently * Know how to recite and discuss poems, taking account of punctuation, word combinations, sound patterns such as rhymes, rhythms and alliterative patterns. * Use past tense consistently for narration. |

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|  | Number | | Measures | Shape & Space | Handling Data |
| Numeracy  C:\Users\cmceldowney133\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JLRDRMGR\abc[1].gif | * Count forwards and backwards in ones within 100, from different starting numbers. * Recognise, read and write numbers within 100, including before, after and in between. * Count in multiples of 2, 5 and 10 * Find what must be added to a number to make 10. * Know doubles and near doubles to 10 + 10. * Add and subtract 10 to any number using the 50 grid. * Mentally subtract a single digit from 10. * Add and subtract within 10, then 20. * Find different ways of paying exact amounts within 50p * Calculate change required with amounts up to 50p. | * Choose and use suitable non-standard units to estimate and then measure length, weight, capacity and surface area. * Weigh objects and compare weights using uniform and non-standard units * Begin to weigh using scales and record weights. * Know the correct sequence of the days of the week and months of the year. * Sequence events correctly including seasons of the year. * Read and understand times to the hour and half past the hour. * Be able to say what day it is to-day, yesterday, tomorrow. * Calculate change required when buying items, paying with amounts up to 50p. | | * Describe the properties of known 2D shapes using appropriate mathematical language * Follow and give instructions for movement, involving distances and turning movements (right angle turns only). * Understand and use terms “forwards” “backwards” followed by a specific distance to describe movement e.g. 2 spaces forwards. | * Use given two criteria Carroll Diagrams to sort for negation, explaining completed diagram (e.g stating how many coins were not sliver *and* not round). * Organise the recording of data in tables, and display information using pictographs and block graphs (vertical and horizontal), including labels and titles. |
| Processes   * Select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics. * Choose and use appropriate number operations and mental strategies to solve problems in a wide variety of contexts. * Talk about the information that needs to be gathered. * Select, with help, appropriate forms of mathematical representation. * Understand and use an increasing range of mathematical language and symbols. * Begin to respond to open-ended questions. Discuss possible approaches to solving a problem. * Suggest ways of recording information. * Use personal methods to record findings/present information. * Begin to explain their thinking. | | | | |