**Primary 3 Learning Plan**

**Term:- 3 Date: April-June 2018**

**TOPIC – Hot Land Animals**

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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 | * know how to use phonological, contextual, grammatical and graphic information to work out, predict and check the meanings of unfamiliar words and make sense of what they read * through shared, guided and independent writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately * use upper and lower case letters appropriately within words * observe correct spacing within and between words * select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk * use keyboard skills to write short fiction and non-fiction texts | * hear, read and spell initial, final and medial letter sounds in words * transfer knowledge and understanding of graphemes when reading and writing * read automatically high frequency words/familiar words in a range of contexts * write correct spelling for common high frequency/familiar words * Use known spellings to generate or build up others by analogy in reading and spelling (e.g. fat, flat, fast, etc.) * investigate and use new words from reading * check meanings of unfamiliar words; use surrounding text to infer meanings; use dictionaries | * Understanding the purpose an importance of the effect of an audience. * Reading parts of stories aloud using the stage directions to change both voice and actions for audience enjoyment and understanding. * Initially to a partner for feedback and then to a larger group as part of a wider performance. |

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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 | * Recognise odd and even numbers. * Understand numbers are made of digits. * Understand that the value of a digit depends on its position within a number. * Understand the concept of grouping and exchanging using random materials (e.g. exchanging 10 single matchsticks for a bundle of 10, ten 1p coins for a 10p coin). * Use knowledge of place value to develop a practical method for vertical addition TU (no carrying). * Develop a standard written method for vertical addition and subtraction TU (no carrying/exchanging), estimating the answer before calculating. * Mentally add 10 to any number, answers within 50, using and explaining number patterns * Know remaining addition facts within 10 (3+5, 5+3, 3+6, 6+3) | * Compare different ways of spending a fixed budget up to 50p and change would get. * Discuss ways of managing money effectively: e.g. keeping money safe, how to make pocket money last, advantages of saving a regular amount of money each week etc. * Appreciate the conservation of length, weight and capacity through practical investigations. * Appreciate the need for a standard unit of length, weigh and capacity. * Appreciate the conservation of area through practical investigations. | * Create repeating patterns using 3 or more different 2D shapes. * Create repeating patterns using 3 or more different 3D shapes. * Program Beebot to move along straight line and through right-angled turns, e.g. through a simple maze. Initially enter commands one at a time, then entering a whole procedure of commands before pressing “go”. | * Know the correct sequence of the months of the year * Be able to say what month it is this month, last month, next month. * Know there are 12 months in a year and use to calculate durations etc. * Record results of sorting on given blank Tree, Venn and Carroll Diagrams using own drawings. Explain what their drawing represents. Suggest own ways of sorting, and label diagrams accordingly. * *Enter information into a simple database and use database to answer simple 1 criterion questions* |
| **Processes**   * 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 and begin to explain their thinking. * 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. * Use personal methods to record findings/present information. | | | |