**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*
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| **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.
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