**Primary 4 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 | * Understand how dialogue is presented in stories, e.g. through statements, questions, etc.
* Understand how paragraphing is used to organise dialogue
* Be aware of the different voices in stories, e.g. using dramatized readings to show differences between the narrator and different characters
* Understand the similarities and differences between a set and a setting
* Write neatly and legibly, with handwriting generally joined, consistent in size.
* 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 type, edit, redraft texts
* Use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;
 | * hear, read and spell initial, final and medial sounds in words
* identify separate phonemes within words in speech and writing; recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words
* Identify, segment and blend syllables in words orally, in reading and in writing.
* read and spell multi-syllable words with one letter one sound correspondence
* know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)
* know and understand that the same spelling may be represented by more than one sound , e.g. c**ow**, bl**ow**
* identify mis-spelt words in own writing
* use **independent spelling strategies** including segmenting phonemes and representing in writing, using visual skills e.g. checking critical features (i.e. does it look right, shape, length etc.), building other words with similar patterns and meanings, e.g. medical, medicine, spelling by analogy with other known words, e.g. light, fright, using word banks, dictionaries, etc.;
* Use the term verb appropriately
* identify the boundaries between separate sentences in reading and in their own and others’ writing, using full stops and capital letters.
 | * 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 |

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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 | * Order a set of non-consecutive numbers (increasing and decreasing) within 999.
* Demonstrate value of any number within 999 in terms of hundreds, tens and ones (units) using Base 10 materials.
* Round numbers within 999 to the nearest 100 and to the nearest 10.
* Use knowledge of place value to develop a practical method for vertical addition and subtraction (no exchange) HTU
* Mentally add 9 to any number, answers within 100.
* Mentally add 19, 29, 39etc to any number, answers within 100.
* Know doubles of multiples of 10 up to double 50.
* Understand the 3 and 4 multiplication facts as repeated addition, and as arrays. Developing quick recall, using understanding of commutativity.
* Understand that finding “half” of a total is equivalent to dividing that total by 2.
 | * Compare different ways of spending a fixed budget up to £10.00.
* Calculate estimated costs by rounding prices to the nearest pound, 50p or 10p as appropriate.
* Discuss ways of managing money effectively: e.g. deciding on best value when considering different options, putting money into a savings account etc.
* Estimate and measure shorter lengths in centimetres.
* Discuss how to measure lengths more accurately – use metres and cm, weight kg &g and capacity ml and l.
* Use different measuring instruments, knowing how to use each one with reasonable accuracy.
* Discuss and select an appropriate unit and measurement device for a particular job.
* Reminder of area using squared paper and making comparisons.
 | * Calculate start, finish, durations, how long until? How long since? Using multiples of 5 minutes, including counting through the hour.
* Know the number of days in each month.
* Identify which 2D shapes will tessellate and which will not.
* Identify right-angles in the environment, using a right-angle tester.
* Identify angles in 2D shapes which are greater than or less than a right angle.
* Understand that there are always two ways to turn towards a particular direction e.g. ¼ turn clockwise or ¾ turn anticlockwise will have the same effect.
 | * Use simple grid references to identify a particular square on a grid.
* Discuss the labelling of the frequency axis on bar charts. Identify situations where labelling may not be in ones (e.g. where the frequency is too great for the axis to fit on the page).
* Discuss, draw and label bar charts which require scales, using paper and ICT. Interpret results and draw appropriate conclusions.
* Investigate statements to see if they are true or false using data handling skills to identify and collect data, display data graphically and interpret results.
* Access information using a computer database (e.g. Information Workshop 2000) answering one 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. |