Primary 2 Learning Plan

Term 1A September –October 2017

Topic: Nursery Rhymes and Fairy Tales/ Autumn

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|  | Reading | Writing | Talking & Listening |
| Literacy  C:\Users\User\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EO2Z72VA\abc[1].jpg | * Use reading strategies to read and   understand.  •Read simple stories and poems  independently  •Transfer knowledge and understanding of sounds taught when reading and writing.  •See and hear word simultaneously  through shared reading and writing.  •Investigate and use new words from  reading and shared experiences.  •Investigate and use words linked to  cross-curricular topics of myself.  •Know and understand the terms  ‘story/narrative’, ‘character’ and setting’.  •Learn about rhyme  •Recognise full stops and capital letters  when reading and name these correctly  •Distinguish between fiction and non  -fiction texts  •Recognise full stops and capital letters when reading and name them correctly.  •Read on sight other familiar words in context, e.g. children’s names. | •Choose independently what to write about, plan and follow it through –news, play etc.  •Check written work for sense.  •Know the purpose of captions e.g. labels around the school.  •Write captions for their own work, e.g. for display, in class books  •Make simple lists for a range of purposes, e.g. to plan, remind, request, etc  •Write and draw labels for everyday classroom use, e.g. in role-play area, for equipment  •Write captions and simple sentences and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order | •Retell familiar stories.  •speak clearly and audibly with confidence.  •listen with enjoyment and respond to stories, rhymes, poems and songs, plays, assembly etc |

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|  | Number | Measures | Shape and Space | Handling Data |
| NumeracyC:\Users\User\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CWVSDXE5\numbers[1].gif | * count, read, recognise and write within 20   •Touch count sets of objects within 20 and make a sets within 20.  •Combine two sets to find a total, within 20.  •Mentally add 1, 2, 0 to any  number, answers within 10.  •Subtract practically within 5.  •Recognise 1p, 2p, 5p,10p coins.  •Use 1p/2p coins in shopping  activities –buy 2  items at a time (total within 10). | Use more refined  mathematical language when  comparing objects  •a: for length: e.g. a little bit longer (shorter) than, a lot longer (shorter) than.  •b: for weight: a little bit heavier (lighter) than, a lot heavier (lighter) than.  •c: when comparing containers  for capacity: e.g. holds a little bit more (less) than, holds a lot more (less) than.  •d:for area: e.g. a little bit larger (smaller) area than, a lot larger (smaller) area than.  •Develop an understanding of  the passing of time through practical activities | •Use one criterion sorting  diagrams (e.g. Tree, Venn, Carroll) to sort and group 2D shapes, 3D shapes and mixed sets of 2D and 3D shapes according to their properties.  •Use everyday language to describe position, direction and movement (e.g. under, beside,  towards, away from, quickly, slowly etc). | •Use given one criterion Tree  and Venn Diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy animals did not have horns).  •Contribute towards simple class pictographs (e.g. by placing own picture to indicate how they come to school), explaining why they placed their picture in a particular place.  •Interpret completed pictograph. |
|  | Processes  •Select appropriate materials and equipment for a task through an understanding of their special characteristics.  •Choose and use appropriate number operations and ways of calculating in a wide range of contexts.  •Suggest the information needed to carry out a task, how to obtain the information and ways to record it.  •Ask questions to clarify information.  •Discuss and respond to open-ended questions.  •Present findings in an appropriate way.  •Begin to talk about how they carried out a task.  •Review own way of working with (teacher/peers).  •Consider alternative ways of working (with teacher/peers).   * Check accuracy of own work (with teacher/peers). | | | |