Primary 3 Learning Plan

Term:- 2A Date: January/ February 2018

TOPIC - Transport

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|  | Reading | Writing | Talking & Listening |
| LiteracyC:\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 |
| NumeracyC:\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.
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| 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.
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