Primary 3 Learning Plan

Term:- 2B Date: February/March 2018

TOPIC - Pirates

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|  | Reading | Writing | Talking & Listening |
| LiteracyC:\Users\cmceldowney133\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JLRDRMGR\abc[1].gif | •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 books written by significant authors/illustrators and how to find out more about them e.g. from book covers, blurbs, internet.-Begin to understand similarities and differences in style: compare books by same and different authors.-Understand the impact of illustrations added to their stories.-Identify the most common representations of the same sound, e.g. boat, no, tow, -Understand that the same spelling may be represented by more than one sound, e.g. cow, blow-observe correct spacing within and between words | -Use structures from poems as a basis for writing, by, inventing own lines, verses; make class collections, illustrate with captions. -Write simple evaluations of books read giving reasons for views, using a structure as appropriate.-Write simple and compound sentences using the correct punctuation.-Write stories, using knowledge of story elements: plot, setting, characterisation, dialogue, story language.-Understand that letters are written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment.-Develop further understanding of the spelling and meaning of prefixes,e.g. mis-, non-, ex-, co-, anti- | -Know when the reading aloud of a poem makes sense and is effective.-Preforming poem with the audience in mind.-Listen to and share ideas and experiences with others in class.-Adopt appropriate roles in small or large groups |

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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 | •Identify and represent numbers using objects and pictures, including missing numbers in a sequence of consecutive and non-consecutive numbers within 100.•Use the language of equal to, more than, less than (fewer), most, least•Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.•Count in multiples of twos, fives and tens.•Make connections between arrays, number patterns and counting in twos, fives and tens•Understand that a quarter is one of four equal parts•Recognise and find one quarter (or 1/4) of a shape, quantity and length.•Understand that a quarter is one of four equal parts•Recognise and combine quarters as part of one whole•Recall doubles of all numbers to 10.•Identify near doubles, using doubles already known.•Understand addition as counting on.•Understand that addition can be done in any order.•Solve one step problems that involve addition.•Use known addition and subtraction facts to 10 and 20 to derive related facts. | * Money
* Find different ways of paying exact amounts within 50p, e.g. using the least number of coins and calculate change.
* Length
* Choose and use suitable non-standard units to estimate and then measure the length of an object. Explain reasons for choice.
* Weight
* Choose and use suitable non-standard units to estimate and then measure the weight of an object. Explain reasons for choice.
* Capacity
* Use mathematical vocabulary to describe and compare capacity/volume.
* Measure capacity using uniform non-standard measures.
* Measure capacity using the standard unit – litre
* Area
* • Choose and use suitable non-standard units to estimate and then measure the area of a surface. Explain reasons for choice.
* • Understand why it is important that the units chosen should not leave gaps
 | -Finding halves and quarters of shapes. -Understand multiplication through grouping small quantities-Solve simple one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays-Understand division through sharing small quantitiesSolve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays. | * Understand and use terms “left” and “right” (from own perspective) to describe turns.
* Understand and use a range of words relating to position: on top of, underneath, in front of, behind, inside, outside
* Understand and use a range of words relating to position: around, near, close, far
* Understand and use a range of words relating to direction and movement: left, right, forwards and backwards
* Describe movement, and recognise and make whole, half, quarter and three quarter turns
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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.
* Elect, 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.
* Use a variety of mathematical representations to present findings.
* Begin to explain their thinking.
* Offering explanations for their answers and demonstrating how they got those answers/peer learning.
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