Primary 4 Learning Plan.

Term: 1A Date: September/October 2018

TOPIC –Castles

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|  | Reading | Writing | Talking & Listening |
| **Literacy**  http://www.thorners.dorset.sch.uk/literacy/clipart_boy_writting.gif | * Know and understand the term 'historical' in relation to story and identify clues which suggest texts are older, e.g. language use, vocabulary, archaic words. * Understand how the fiction genre determines settings and characters. * Understand how dialogue is presented in stories, e.g. through statements, questions, exclamations. * Understand and use the terms 'fact' and 'opinion' and begin to distinguish the two in reading and other media. * Know how to use terms 'fiction', 'non-fiction', 'fact' and 'information' appropriately. * Understand how and why information is organised in certain ways, e.g. contents, index, headings, sub-headings, page numbers, etc. * Understand and use the term 'noun'. Distinguish between common and proper nouns. * Identify verbs in sentences; collect and classify verbs. * Extend understanding of prefixes and how prefixes generate meaning. * Investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *cupboard* * Understand how to use dictionaries, thesauruses and glossaries in hard copy and digital form. * Use 2nd and 3rd place letters to locate and sequence words in alphabetical order. * Generate synonyms for high frequency words. * Study the work of a well known poet and show a preference. | * Talk about and plan their writing with teacher and/or peers. * Use different ways of planning stories, e.g. brainstorming, notes, diagrams. * Plan a story identifying the stages of its telling, indicating an awareness of genre, * Develop the use of setting in stories by: 1) writing short descriptions of known places, 2) writing a description in the style of a familiar story * Write character sketches. * Use paragraphs to organise dialogue. * Make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one sources. * Write poems based on personal or imagined experience, linked to poems read. * Understand the importance of editing and revising own writing. | * Speak clearly and coherently to a wide range of audiences for a variety of purposes. * Understand and learn to respond to feedback. * Use and reflect on some ground rules for sustaining talk and interactions. * Offer reasons and evidence for their views, considering alternative options. * Sustain conversation. * Understand and learn to respond to feedback. |

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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracy  [http://cliparts.co/cliparts/pco/5aR/pco5aRaqi.gif](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCJiJ3ZvXvcgCFca7FAodiQ8Cgw&url=http://cliparts.co/cartoon-maths-pictures&psig=AFQjCNHOQDer5_G-fdolZIdPPIT2JvfH6A&ust=1444764946662113) | * Count, recognise, read, write, order and work with numbers within 500. * Know number ‘after’ within 500. * Know number ‘before’ within 500. * Know number ‘between’ within 500. * Find missing numbers in a sequence (increasing and decreasing) within 500. * Round numbers within 100 to the nearest 10. * Use knowledge of place value to develop a practical method for vertical addition TU (with carrying). * Understand that addition and subtraction are inverse operations, use to check answers and use complementary addition to solve a subtraction calculation. * From 3 given numbers within 10, give 2 addition and 2 subtraction facts. * Use efficient methods to find the total of a mixed group of coins totals up to £1.00 (e.g. by starting with the highest value coins, or by grouping lower value coins into 10p piles). * Understand the relationships between coins up to £1.00. | * Develop an appreciation of the length of 1 metre. * Approximate measurements appropriately. (e.g. if an object is not exactly 1m long, choose the most appropriate way of recording the measurement: e.g. less than 1m, just under 1m, just over 1m etc.) * Develop an appreciation of the weight of 1Kg. * Approximate measurements appropriately. (e.g.) if an object is not exactly 1Kg in weight, choose the most appropriate way of recording the measurement: e.g. 1Kg and a bit, more than 1Kg but less than 2Kg, between 1Kg and 2Kg etc) * Understand use of am and pm. * Know there are 24 hours in one day, am = 12 hours and pm = 12 hours. * Know there are 60 minutes in one hour and use to deduce that half hour = 30 minutes and quarter hour = 15 mins. * Understand and use quarter to: analogue and digital time. | * Understand and use concept of symmetry through practical activities. Recognise one line of symmetry in a variety of 2D shapes, designs and pictures. * Fit shapes together to make new shapes (e.g. tangrams). * Sort 2D shapes into those with square corners and those without. | * Represent data from frequency tables as bar charts (vertical and horizontal), using paper and ICT, correctly labelling the axis. * Understand the terms vertical axis and horizontal axis. * Interpret given and self-constructed bar charts. |
| Processes: **(Ongoing throughout the year, but all processes activities this term will be linked to areas covered above as well as revising previous concepts).**   1. Select appropriate materials and equipment for a task through an understanding of their special characteristics. 2. Choose and use appropriate number operations and ways of calculating in a wide range of contexts. 3. Suggest the information needed to carry out a task, how to obtain the information and ways to record it. 4. Ask questions to clarify information. 5. Discuss and respond to open-ended questions. 6. Present findings in an appropriate way. 7. Begin to talk about how they carried out a task. 8. Review own way of working with (teacher/peers). 9. Consider alternative ways of working (with teacher/peers). 10. Check accuracy of own work (with teacher/peers). | | | |