**Primary 7 Learning Plan**

Term:- 1B Date: November/December 2018

TOPIC – Textiles (continued)

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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 words and expressions have changed over time.  Know who Shakespeare was, some of the plays he wrote and relevance for modern readers. Annotate a section of a play as a preparation for performance.  Distinguish between biography/autobiography.  Continue to use terms genre and form and add texts to genre fact file.  Study ‘classic’ texts and understand their appeal.  Direct and reported speech.  Investigate how dialogue is presented in narrative and playscript.  Develop both written and oral comprehension skills. | Prepare a short section of a story as a script.  Develop skills of biographical writing in role, adopting distinctive voice.  Use direct and reported speech, including accurate punctuation.  Investigate connecting words and phrases.  Know that a compound sentence has two main clauses.  Develop handwriting skills. | Understand and use a variety of ways to criticise constructively and respond to feedback.  Devise a performance for a specific audience, making use of dramatic conventions.  Comment constructively on plays and performances, discussing effects and how they are achieved.  Consider the impact of a live or recorded performance identifying how meaning, ideas and tension had been conveyed.  Personal response to authors. |

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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracy | MENTAL MATHS  Divide whole numbers by 2,4,8 using halves .  Divide whole numbers by 5 by dividing by 10 then doubling.  Subtract decimal numbers to 1 decimal place e.g. 7.4 -3.2=  Multiply a 2 digit multiple of 10 by a single digit e.g. 40 x 5  Multiply 3 digit multiple of 100 by single digit e.g. 300x3  Subtract 3 digit multiple of 10 from 3 digit multiple of 10  Subtract 2 or 3 digit multiple of 10 from any 3 digit number e.g. 469 - 450  PLACE VALUE  Know the number “after,” “before” and “between” in numbers beyond 99 999.  DECIMALS  Know number “between” 2 decimal place numbers.  Find missing numbers in a sequence of 2 decimal place numbers (increasing and decreasing).  FRACTIONS  Add fractions and mixed numbers, with different denominators, using knowledge of equivalence.  Subtract fractions and mixed numbers, with different denominators, using knowledge of equivalence.  MONEY  Understand other forms of money transactions, including use of cheques credit and debit cards.  Discuss and assess value for money when making choices when shopping (e.g. deciding whether to choose “3 for the price of 2” or “buy one get a second at half price”).  MULTIPLICATION  Know with quick recall all single digit multiplication facts.  Use standard written and calculator methods to multiply numbers of any size by a single digit, including decimal numbers to 2d.p., estimating the answer before calculating.  Multiply any 2 or 3 digit whole number by a “teens” number, by partitioning [e.g. 36 x 16 as (36x10)+(36x6)].  Multiply any number, including up to 2d.p. by 10.  DIVISION  Know with quick recall all division facts.  Use standard written and calculator methods to divide numbers of any size by a single digit, including decimal numbers to 2d.p., estimating the answer before calculating.  Divide any number by 10, including answers with up to 2d.p. | MEASURES  Estimate, measure and calculate weight, selecting most appropriate unit and measuring equipment.  Develop a formula for calculating the volume of cubes and cuboids, based upon the area of each layer and the number of layers of cubes.  Estimate, measure and calculate capacity, selecting most appropriate unit and measuring equipment.  Understand that measurement of capacity is continuous and select an appropriate degree of accuracy for different contexts | ANGLES  Understand terms acute and obtuse in relation to right angles.  Estimate given angles to an accuracy of 10°. | Record data in tables, deciding own class intervals.  Design and construct computer databases, and interrogate using 2 criteria. |
| Processes  Independently investigate a general statement.  Make general statements based on findings and check using new examples.  Use the language of mathematics to express mathematical ideas precisely.  Decide what information is required for a task and how to obtain it.  Suggest how to present findings.  Use mathematical language and symbols to present findings.  Refine ways of recording. | | | |