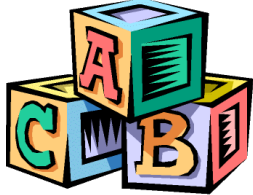


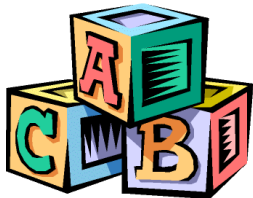
## Primary 2 Learning Plan

Term:- 1A

Date: September/October 2019

TOPIC – Bread

	Reading	Writing	Talking & Listening
<p><b>Literacy</b></p> 	<p>Use reading strategies to read and understand.</p> <p>Read simple stories and poems independently.</p> <p>Transfer knowledge and understanding of sounds taught when reading and writing.</p> <p>See and hear word simultaneously through shared reading and writing.</p> <p>Investigate and use new words from reading and shared experiences.</p> <p>Investigate and use words linked to cross-curricular topics of myself.</p> <p>Know and understand the terms 'story/narrative', 'character' and 'setting'.</p> <p>Learn about rhyme.</p> <p>Recognise full stops and capital letters when reading and name these correctly.</p> <p>Distinguish between fiction and nonfiction texts.</p> <p>Recognise full stops and capital letters when reading and name them correctly.</p> <p>Read on sight other familiar words in context, e.g. children's names.</p>	<p>Choose independently what they want to write about, plan and follow it through - news, play etc.</p> <p>Check written work for sense.</p> <p>Know the purpose of captions e.g. labels around the school.</p> <p>Write captions for their own work, e.g. for display, in class books.</p> <p>Make simple lists for a range of purposes, e.g. to plan, remind, request, etc</p> <p>Write and draw labels for everyday classroom use, e.g. in role-play area, for equipment</p> <p>Write captions and simple sentences and to reread, recognising whether or not they make sense, e.g. missing words, wrong word order.</p>	<p>Retell familiar stories.</p> <p>Speak clearly and audibly with confidence.</p> <p>Listen with enjoyment and respond to stories, rhymes, poems and songs, plays, assembly etc</p>

	Number	Measures	Shape & Space	Handling Data
<p>Numeracy</p> 	<ul style="list-style-type: none"> <li>count, read, recognise and write within 20</li> <li>Touch count sets of objects within 20 and make sets within 20.</li> <li>Combine two sets to find a total, within 20.</li> <li>Mentally add 1, 2, 0 to any number, answers within 10.</li> <li>Subtract practically within 5.</li> <li>Recognise 1p, 2p, 5p, coins.</li> <li>Use 1p coins in shopping activities - buy 2 items at a time (total within 10).</li> </ul>	<ul style="list-style-type: none"> <li>Use more refined mathematical language when comparing objects               <ul style="list-style-type: none"> <li>a: for length: e.g. a little bit longer (shorter) than, a lot longer (shorter) than.</li> <li>b: for weight: a little bit heavier (lighter) than, a lot heavier (lighter) than.</li> <li>c: when comparing containers for capacity: e.g. holds a little bit more (less) than, holds a lot more (less) than.</li> <li>d: for area: e.g. a little bit larger (smaller) area than, a lot larger (smaller) area than.</li> </ul> </li> <li>Develop an understanding of the passing of time through practical activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Use one criterion for 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.</li> <li>-Use everyday language to describe position, direction and movement (e.g. under, beside, towards, away from, quickly, slowly etc).</li> </ul>	<ul style="list-style-type: none"> <li>-Use one criterion Tree and Venn diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy animals did not have horns).</li> <li>-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.</li> <li>-Interpret completed pictograph</li> </ul>
			<p>Processes</p> <ul style="list-style-type: none"> <li>-Select appropriate materials and equipment for a task through an understanding of their special characteristics.</li> <li>-Choose and use appropriate number operations and ways of calculating in a wide range of contexts.</li> <li>-Suggest the information needed to carry out a task, how to obtain the information and ways to record it.</li> <li>-Ask questions to clarify information.</li> <li>-Discuss and respond to open-ended questions.</li> <li>-Present findings in an appropriate way.</li> <li>-Begin to talk about how they carried out a task.</li> <li>-Review own way of working with (teacher/peers).</li> <li>-Consider alternative ways of working (with teacher/peers).</li> <li>-Check accuracy of own work (with teacher/peers).</li> </ul>	