



Term:- 2A

Primary 2 Learning Plan
Date: January - February 2019

TOPIC - Space

Literacy	Text	Sentence	Word	Talking & Listening
	<ul style="list-style-type: none"> • Know that phonological, contextual, grammatical and graphic information can be used to work out, predict and check the meanings of unfamiliar words and make sense of what they read • Use phonological and graphic knowledge and sight vocabulary when spelling during shared, guided and independent work • Choose independently what to write about, plan and follow it through • Understand the alphabetical organisation of simple dictionaries • Understand the purpose of contents pages and indexes and begin to locate information by page numbers and words by initial letter • Begin to understand the concept of organising ideas within a section • Know that factual information may be written in simple sentences • Know how to group written sentences together in chunks of meaning or subject, • write non-chronological reports • Understand some key features of story language and use them in oral re-telling and in their own writing • Understand that stories and meanings can be constructed through moving image texts • Use key features of narrative or some of the elements of known stories to structure own writing • Know how to represent outlines of story plots • Know the terms 'fiction' and 'non-fiction', noting some of their differing features e.g. layout, titles, contents page, use of pictures, labelled diagrams • Distinguish between fiction and non-fiction texts and the different purposes for reading them • Understand how labels and captions enhance and explain drawings and diagrams • Know how to pose and write simple questions, • Understand how to assemble organise information 	<ul style="list-style-type: none"> • Expect reading to make sense and check for sense if it does not • Read aloud using expression appropriate to the grammar of text • Use the grammar of a sentence in conjunction with decoding` skills to read new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read • Use capital letters for the personal pronoun 'I', for names and for the start of a sentence • Recognise full stops and capital letters when reading and understand how they affect the way a text is read. • Predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense • Use grammatical awareness to develop and demonstrate comprehension of text, e.g. sequencing words to make a sentence, ordering/re-ordering sentences from reading 	<ul style="list-style-type: none"> • Hear, read and spell initial, final and medial letter sounds in words • Identify separate phonemes within words in speech and writing • recognise sounds are represented by letters; understand one letter to one sound correspondence, with vcc, cvcc, ccvc words • Identify, segment and blend syllables in words orally, in reading and in writing • Read and spell multi-syllable words with one letter one sound correspondence, e.g. fantastic, bandit • Write correct spelling for common high frequency words • Use syntax and context to self-correct when reading for accuracy and meaning • Investigate and use new words from reading and shared experiences <p>Investigate and use words linked to cross-curricular topics</p> <ul style="list-style-type: none"> • Investigate, read and spell words containing digraphs such as ff, ll, ss, ck, ch, sh, th, wh, ng; <p>Know and understand that a sound can be represented by more than one letter (the number of sounds and letters in a word may not always correspond)</p> <ul style="list-style-type: none"> • Know and understand that the same phoneme can be represented in more than one way eg. tea, me, tree, happy, • Know and understand that the same spelling may be represented by more than one sound, e.g. cow, blow • Transfer knowledge and understanding of graphemes taught when reading and writing <p>Read automatically high frequency words in a range of contexts</p> <ul style="list-style-type: none"> • Read on sight other familiar words in context, e.g. children's names, equipment labels, classroom captions • Spell new words using phonics and a range of self-checking strategies • Recognise the critical features of words, e.g. length, common spelling patterns <p>Investigate and understand the concept of a plural noun - adding for plurals</p>	<ul style="list-style-type: none"> • Interpret a text by reading aloud with some variety in pace and emphasis • Recite poems and rhymes with some variety in pace, emphasis and intonation • Listen to and evaluate a range of texts including media texts • Listen with sustained concentration to other children and adults • Listen and build on others' suggestions • Use different voices for characters when reading aloud • listen with sustained concentration to other children and adults • listen and build on others' suggestions • use different voices for characters when reading aloud • Listen to and evaluate a range of texts including media texts



	Number	Measures	Shape & Space	Handling Data
Numeracy	<ul style="list-style-type: none"> Count forwards and backwards in 2's from an even number within 20. Know the number before, after and in between within 20. Compare the size of two sets by counting and matching, within 20, saying which has more / less; Know doubles to 5 + 5. Know 3+2 and 2+3 to complete addition facts to 5. Practically subtract an amount from a set, within 15 as "take away" Find the "difference" between two numbers within 10 practically. Mentally subtract 1, 2 and 0 from any number, answers within 10. Exchange higher value coins (up to 10p) for 1p's. Calculate change required when buying items at the class shop, from 5p 	<ul style="list-style-type: none"> Talk about and order three objects of different length. Talk about and order three objects of different weight. Talk about and order three containers of different capacity. Talk about and order three surfaces of different area. Understand and use analogue time: o'clock only. <p>Understand and use digital time: o'clock only.</p>	<ul style="list-style-type: none"> Recognise and use mathematical names for 2D shapes: square, rectangle, triangle and circle - using given shapes, and also where they occur in the environment Talk about things that turn. Recognise and describe turning movements using appropriate terms (e.g. left, right, turn towards / away from) 	<ul style="list-style-type: none"> 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
	<p>Processes</p> <ul style="list-style-type: none"> Select, with help from the teacher, materials and equipment for a task. Use, with teacher support, mathematical materials. Solve everyday problems in the classroom or in role play. Solve problems based on stories. Begin to select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics. Understand and use mathematical language, when talking about their work. Explore, through discussion, simple open-ended questions. Talk about and/or record in own way, how a simple investigation was carried out. Talk about how a task might be approached. Recognise simple patterns and say what comes next. Make simple predictions, giving reasons for them. 			