



Primary 3 Learning Plan

Term: - 2B

Date: March - April 2019 (Term 2B)

TOPIC -School

	Text	Sentence	Word	Talking and Listening
Literacy	<ul style="list-style-type: none"> • Know how to use phonological, contextual, grammatical and graphic information to work out, predict and check the meanings of unfamiliar words and make sense of what they read • Through shared, guided and independent writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately • Use upper and lower case letters appropriately within words • Know to expect patterns of rhythm, rhyme and other features of sound in poems • Know when the reading aloud of a poem makes sense and is effective • Know the terms 'poet', 'poem', 'verse', 'rhyme' and 'rhythm' and use when discussing favourite poets and poems • Use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; make class collections, illustrate with captions • Understand the concept of story types by examining events, settings, characters and language used • Know how to predict, e.g. story endings/incidents • Use story settings from reading, e.g. re-describe, use in own writing • recognise the difference between 'why', 'what', 'where', 'when' and 'how' questions • know how to use contents and index to locate relevant text • develop further the concept of presenting the key idea in one section/paragraph, using non-chronological reports • draw on knowledge and experience of texts in deciding and planning what and how to write a simple information text 	<ul style="list-style-type: none"> • Re-read own writing to check for grammatical sense and accuracy • Use simple sentences in own writing • Investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings • Read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks); • Identify speech marks in reading, understand their purpose, use the terms correctly • Use commas to separate items in a list • Use past tense consistently for narration 	<ul style="list-style-type: none"> • Identify and categorize the most common representations of the same sound, e.g. boat, no, tow, note • Spell new words using phonics and a range of self-checking strategies • Know and understand that the same spelling may be represented by more than one sound, e.g. cow, blow • Use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and writing • Investigate and use words associated with time, e.g. soon, before, as, when 	<ul style="list-style-type: none"> • (talking for different audiences) explain ideas and processes using imaginative and extended vocabulary and non-verbal gestures to support communication • (Listening and responding) respond to presentations by describing characters, repeating some highlight and commenting constructively • (group discussion and interaction) recognise and respect other people's feelings and ideas (drama) comment constructively on the performance of others

	Number	Measures	Shape & Space	Handling Data
	<ul style="list-style-type: none"> Count forwards and backwards in twos, fives and tens within 100, from different starting numbers (even then odd). Order as set of non-consecutive numbers (increasing and decreasing) within 100. Find the position of any number on a blank 100 grid. Demonstrate value of any number within 100 in terms of tens and ones (units) using Base 10 materials. Understand concepts of odd and even numbers through use of practical materials. Recognise odd and even numbers. Add a multiple of 10 to any number using the 50 grid, using and explaining number patterns. Know near doubles, answers within 10. Mentally add a multiple of 10 to a multiple of 10, answers within 50, using and explaining number patterns. Mentally add a multiple of 10 to any number, answers within 50, using and explaining number patterns. Subtract a multiple of 10 from any number using the 50 grid, using and explaining number patterns. Mentally subtract 10 from any number, answers within 50, using and explaining number patterns. Mentally subtract a multiple of 10 from any number, answers within 50, using and explaining number patterns. Calculate change required when buying items, paying with amounts up to 50p. 	<ul style="list-style-type: none"> Choose and use suitable non-standard units to estimate and then measure the length of an object. Explain reasons for choice. Appreciate the conservation of length through practical investigations. Choose and use suitable non-standard units to estimate and then measure the weight of an object. Explain reasons for choice. Appreciate the conservation of weight through practical investigations. Choose and use suitable non-standard units to estimate and then measure the capacity of a container. Explain reasons for choice. Appreciate the conservation of capacity through practical investigations. Choose and use suitable non-standard units to estimate and then measure the area of a surface. Appreciate the conservation of area through practical investigations. Know there are 7 days in a week and use to calculate durations etc. 	<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 	<ul style="list-style-type: none"> Use given two criteria Carroll Diagrams to sort for negation, explaining completed diagram (e.g stating how many coins were not silver <i>and</i> not round). Sort Attribute Blocks on two criteria Carroll Diagrams. In groups, and individually, organise the recording of data in tables, and display information using pictographs and block graphs (vertical and horizontal), including labels and titles. Choose, giving reasons whether to use a pictograph or a block graph. Discuss the information shown and draw conclusions.
	<p>Processes</p> <p>Select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics.</p> <p>Choose and use appropriate number operations and mental strategies to solve problems in a wide variety of contexts.</p> <p>Talk about the information that needs to be gathered.</p> <p>Select, with help, appropriate forms of mathematical representation.</p>			

	<p>Understand and use an increasing range of mathematical language and symbols.</p> <p>Begin to respond to open-ended questions. Discuss possible approaches to solving a problem.</p> <p>Suggest ways of recording information.</p> <p>Use personal methods to record findings/present information.</p> <p>Use a variety of mathematical representations to present findings.</p> <p>Begin to explain their thinking.</p>
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