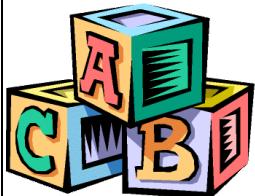


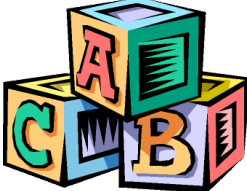
Primary 2 Learning Plan

Term:- 1B

Date: November/December 2016

TOPIC - Celebrations

	Reading	Writing	Talking & Listening
<p>Literacy</p> 	<ul style="list-style-type: none"> • Use different reading strategies to work out, predict and check the meanings of unfamiliar words and make sense of what they read. • Investigate and use new words from reading. • Understand elements of story through role-play e.g. using puppets, • Know how to make predictions showing an understanding of ideas, events and characters. • Use phonics to read unknown or difficult words in context. • Read automatically high frequency words in a range of contexts. • Know the term instructions and understand their purpose e.g. for classroom routines. 	<ul style="list-style-type: none"> • Choose independently what to write about, plan and follow it through - news, play etc. • Use a comfortable and efficient pencil grip • Write lower case and upper case letters using the correct sequence of movements • Write spaces between words. • Select appropriate tools for a range of writing purposes. • Expect written text to make sense and check for sense if it does not. • Create short simple texts on paper and on screen. • Use full stops. • Use a capital letter for the personal pronoun I and for the start of a sentence. • Write simple instructions. 	<ul style="list-style-type: none"> • Listen to media or moving image texts and identify points of interest. • Take turns to make relevant contributions to paired and group discussions • Listen to and build on others suggestions • Speak and behave in an appropriate manner eg. Doctor in play hospital.

	Number	Measures	Shape & Space	Handling Data
<p>Numeracy</p> 	<ul style="list-style-type: none"> Count forwards and backwards in 1's and 2's from different starting points within 20. Find missing number in a sequence of consecutive numbers, within 20. Order a set of consecutive numbers within 20 (increasing and decreasing) Match numerals to sets within 20. Add more than two sets to find a total, within 20. Mentally add 1, 2, 0 to any number, answers within 20 Subtract practically within 10. Recognise 1p, 2p, 5p, 10p, 20p coins. Use 1p coins in shopping activities - buy 2 items at a time (total within 20). 	<ul style="list-style-type: none"> Use more refined mathematical language when comparing objects. Length: a little bit longer (shorter) than, a lot longer (shorter) than. Weight a little bit heavier (lighter) than, a lot heavier Capacity: holds a little bit more (less) than, holds a lot more (less) than. Area: a little bit larger (smaller) area than, a lot larger (smaller) area than. Develop an understanding of the passing of time through practical activities. 	<ul style="list-style-type: none"> Use one criterion sorting diagrams (e.g. Tree, Venn, and Carroll) to sort and group 2D shapes, 3D shapes and mixed sets of 2D and 3D shapes according to their properties. Use everyday language to describe position, direction and movement (e.g. under, beside, towards, away from, quickly, slowly etc.). 	<ul style="list-style-type: none"> Use given one criterion Tree and Venn Diagrams to sort for negation, explaining completed diagram (e.g. stating how many toy animals did not have horns). 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. Interpret completed pictographs.
	<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. 			