

Primary 3 Learning Plan

Term:- 1A

Date: September - October 2018

TOPIC - Wonderful Me!

	Reading	Writing	Talking & Listening
<p>Literacy</p> 	<ul style="list-style-type: none"> <li>• Use a range of strategies to read and understand.</li> <li>• Have experience of moving image texts.</li> <li>• Hear, read and spell initial, final and medial letter sounds in words.</li> <li>• Read high frequency words.</li> <li>• Investigate and use new words.</li> <li>• See differences between oral and written stories</li> <li>• Understand and describe story settings</li> <li>• Use the language of time to structure a sequence of events.</li> <li>• Find examples in fiction or non-fiction of words and phrases that link sentences e.g. after, then, next, meanwhile, during, before.</li> <li>• Read and spell multi-syllable words with one letter one sound correspondence.</li> <li>• Know and understand that a sound can be represented by more than one letter</li> <li>• Know and understand that the same sound can be written in different ways</li> <li>• Understand that non-fiction texts can be read for pleasure, interest and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Check own writing for sense and punctuation.</li> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Use simple story and poetic structure to write.</li> <li>• Apply phonological, graphic knowledge and sight vocabulary to spell words accurately.</li> <li>• Write correct spelling for common high frequency words.</li> <li>• Write simple stories and poems.</li> <li>• Understand how capital letters are used for names, headings, titles, emphasis, and use in own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell real and imagined stories using familiar story language.</li> <li>• Speak clearly and audibly with confidence to a range of audiences.</li> <li>• Listen to and share ideas and experiences with others in class.</li> <li>• Adopt appropriate roles in small or large groups.</li> </ul>

	Number	Measures	Shape & Space	Handling Data
<p>Numeracy</p> 	<ul style="list-style-type: none"> <li>Count, read and write numbers within 50 including number before, after and between.</li> <li>Identify missing numbers in a sequence of consecutive numbers within 50.</li> <li>Order a set of consecutive numbers (increasing and decreasing) within 50.</li> <li>Understand that addition is commutative (i.e. that the order in which you add numbers does not affect the total).</li> <li>Mentally add and subtract 1, 2 or 0 to any number, answers within 50.</li> <li>Mentally add a single digit to 10, using and explaining number patterns.</li> <li>Calculate change required when buying items, paying with amounts up to 20p.</li> <li>Use efficient methods to find the total of a mixed group of coins totals up to 50p (e.g. by starting with the highest value coins, or by grouping lower value coins into 10p piles).within 50.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and measure length, weigh, capacity, and area using non-standard units (including parts of the body).</li> <li>Understand and use quarter past: analogue and digital time.</li> <li>Understand and use am and pm.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use mathematical names for increasing range of 2D shapes: Pentagon, Hexagon.</li> <li>Recognise that shapes may be Regular or Irregular.</li> <li>Use 2 criteria 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> </ul>	<ul style="list-style-type: none"> <li>Use given two criteria Tree and Venn Diagrams to sort for negation, explaining completed diagram (e.g stating how many coins were sliver but not round)</li> <li>Collect information relevant to a topic and record in a table.</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> </ul>				

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|  | <ul style="list-style-type: none"><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> |
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