Primary 3 Learning Plan

Term: - 2A   Date: January – February 2019   TOPIC -Space

		Text	Sentence	Word	Talking and Listening
Literacy		• 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 • Select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk • Use keyboard skills to write short fiction and non-fiction texts • Know and understand the concept of 'alphabetical order' • Understand that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries • Know how to locate words and information using initial letter or letters in a range of alphabetically ordered texts, e.g. dictionaries, glossaries, thesauruses, indexes, directories, registers • Make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to cross-curricular topics • Understand the concept of story types by examining events, settings, characters and language used • Use story settings from reading, e.g. re-describe, use in own writing • Know the term 'explanation' and have experience of flow charts and cyclical diagrams that explain a process • Produce simple flow charts or diagrams that explain a process	• 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 • Use verb tenses with accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went • 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	• Identify, segment and blend syllables in words • Read and spell multi-syllable words with one letter one sound • Read automatically high frequency words in a range of contexts • Write correct spelling for common high frequency words. • Investigate and use new words from reading • Use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and writing • Identify, segment and blend syllables in words orally, in reading and in writing	• Use intonation when reading and reciting texts • Talk about what they are learning • Recount main points in own words • Identify what they have learned • Respond by linking to own experience • Develop the habits of collaborative learning • Contribute in pairs and groups • Comment constructively on the performance of others

	Number	Measures	Shape & Space	Handling Data
	• Count forwards in ones within 100, from different starting numbers. • Count backwards in ones within 100, from different starting numbers • Recognise spoken numbers within 100. • Read numbers within 100. • Write numbers within 100. • Know number "after" within 100 • Know number "before" within 100. • Know number "between" within 100. • Identify missing numbers in a sequence of consecutive numbers within 100. • Order a set of consecutive numbers (increasing and decreasing) within 100. • Add 10 to any number using the 50 grid, using and explaining number patterns. • Add a multiple of 10 to a multiple of 10 using the 50 grid, using and explaining number patterns. • Know doubles to 10 + 10. • **Subtract 10 and a multiple of 10 from any number using the 50 grid, using and explaining number patterns.** • Find different ways of paying exact amounts within 50p, e.g. using the least number of coins.	• Choose and use suitable non-standard units to estimate and then measure the length of an object. Explain reasons for choice. • Choose and use suitable non-standard units to estimate and then measure the weight of an object. Explain reasons for choice. • Choose and use suitable non-standard units to estimate and then measure the capacity of a container. Explain reasons for choice. • Choose and use suitable non-standard units to estimate and then measure the area of a surface. • Know the correct sequence of the days of the week Be able to say what day it is to-day, yesterday, tomorrow.	• 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	• Use given two criteria Carroll Diagrams to sort for negation, explaining completed diagram (e.g stating how many coins were not sliver and 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.
	Processes • Select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics. • Choose and use appropriate number operations and mental strategies to solve problems in a wide variety of contexts. • Talk about the information that needs to be gathered. • Select, with help, appropriate forms of mathematical representation. • Understand and use an increasing range of mathematical language and symbols. • Begin to respond to open-ended questions. Discuss possible approaches to solving a problem. • Suggest ways of recording information. • Use personal methods to record findings/present information. • Use a variety of mathematical representations to present findings. • Begin to explain their thinking.			