

Primary 3 Learning Plan

Term:- 1A

Date: September - October 2017

TOPIC - Bread

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

	Number	Measures	Shape & Space	Handling Data
<p>Numeracy</p> 	<ul style="list-style-type: none"> Count, read and write numbers within 50 including number before, after and between. Identify missing numbers in a sequence of consecutive numbers within 50. Order a set of consecutive numbers (increasing and decreasing) within 50. Understand that addition is commutative (i.e. that the order in which you add numbers does not affect the total). Mentally add and subtract 1, 2 or 0 to any number, answers within 50. Mentally add a single digit to 10, using and explaining number patterns. Calculate change required when buying items, paying with amounts up to 20p. 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. 	<ul style="list-style-type: none"> Estimate and measure length, weigh, capacity, and area using non-standard units (including parts of the body). Understand and use quarter past: analogue and digital time. Understand and use am and pm. 	<ul style="list-style-type: none"> Recognise and use mathematical names for increasing range of 2D shapes: Pentagon, Hexagon. Recognise that shapes may be Regular or Irregular. 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. 	<ul style="list-style-type: none"> 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) Collect information relevant to a topic and record in a table.
	<p>Processes</p> <ul style="list-style-type: none"> Select appropriate materials and equipment for a task through an understanding of their special characteristics. Choose and use appropriate number operations and ways of calculating in a wide range of contexts. 			

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| | <ul style="list-style-type: none">• Suggest the information needed to carry out a task, how to obtain the information and ways to record it.• Ask questions to clarify information.• Discuss and respond to open-ended questions.• Present findings in an appropriate way.• Begin to talk about how they carried out a task.• Review own way of working with (teacher/peers).• Consider alternative ways of working (with teacher/peers).• Check accuracy of own work (with teacher/peers). |
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