

Primary 4 Learning Plan

Term:- 1A

Date: September - October 2017

TOPIC - Bread

	Reading	Writing	Talking & Listening
<p>Literacy</p> 	<ul style="list-style-type: none"> <li>• Know how to use terms 'fiction', 'non-fiction', 'fact' and 'information' appropriately</li> <li>• Understand how and why information is organised in certain ways, e.g. contents, index, headings, sub-headings, page numbers, etc.</li> <li>• Compare the way information is presented, e.g. information texts including digital sources, dictionaries, glossaries and thesaurus</li> <li>• Use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;</li> <li>• Take account of the grammar and punctuation when reading aloud, e.g. sentences, speech marks, exclamation marks and commas to mark pauses</li> <li>• Identify the boundaries between separate sentences in reading and in their own and others' writing</li> <li>• Write in complete sentences</li> <li>• Demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter</li> <li>• Use commas to separate items in a list</li> <li>• Hear, read and spell initial, final and medial sounds in read and spell multi-syllable words with one letter one sound correspondence</li> <li>• know and understand that the same phoneme can be represented in more than one way e.g. <b>tea</b>, <b>me</b>, <b>tree</b>, happy identify and categorize the most common representations of the same sound, e.g. <b>boat</b>, <b>no</b>, <b>tow</b>, <b>note</b></li> <li>• identify mis-spelt words in own writing</li> <li>• understand how paragraphs are used</li> </ul>	<ul style="list-style-type: none"> <li>• Write neatly and legibly, with handwriting consistent in size</li> <li>• Use upper and lower case letters appropriately within words</li> <li>• observe correct spacing within and between words</li> <li>• Select appropriate tools for a range of writing purposes, e.g. pencil, drawing materials, computer, dry-wipe markers, chalk</li> <li>• Use keyboard skills to type, edit, redraft texts</li> <li>• Begin to write in paragraphs</li> <li>• writing short descriptions of known places</li> <li>• writing a description in the style of a familiar story</li> <li>• writing a description of a set for a play</li> <li>• Make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and coherently to a range of audiences</li> <li>• Listen and respond to others in whole class/small group discussions; follow up on others' points</li> <li>• Develop the habits of collaborative learning</li> <li>• Present events and characters through dialogue to engage the interest of an audience</li> <li>• Be aware of the different voices in stories, e.g. using dramatized readings to show differences between the narrator and different characters</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Understand and investigate how poets use words and phrases, rhyming and non-rhyming, to create impact in poetry, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look'</li><li>• Understand the basic conventions of speech punctuation through identifying speech marks in reading; Using them appropriately in writing;</li><li>• using capital letters to mark the start of direct speech</li><li>• use the term 'speech marks'</li><li>• use the term 'verb' appropriately</li><li>• Understand the distinction between fact and fiction, noting differences in the style and structure</li></ul> |  |  |
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	Number	Measures	Shape & Space	Handling Data
<p>Numeracy</p> 	<ul style="list-style-type: none"> <li>Count forwards and backwards in 1's, 2's, and 5's and 10's within 100.</li> <li><b>Ordering</b></li> <li>Recognise spoken numbers within 100.</li> <li>Read numbers within 100.</li> <li>Write numbers within 100.</li> <li>Know number "after" within 100.</li> <li>Know number "before" within 100.</li> <li>Know number "between" within 100.</li> <li>Find missing numbers in a sequence (increasing and decreasing) within 100.</li> <li><b>Addition and Subtraction</b></li> <li>Add multiples of ten</li> <li>Understand that addition of two numbers can be done in any order but subtraction cannot</li> <li>Recall and use addition facts to 20</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations</li> <li>Recall and use addition and subtraction facts to 20, using number line and understand the term 'difference'</li> <li>Apply increasing knowledge of mental methods</li> <li>Recall and use subtraction facts to 20 and derive and use related facts up to 100</li> </ul>	<ul style="list-style-type: none"> <li>Develop an appreciation of the length of 1 metre. Introduce centimetres</li> <li>Estimate and measure using the metre as a standard unit., using "benchmarks" to help estimation</li> <li>Measure, compare and order different lengths.</li> <li>Work systematically to measure area using different units to cover the same area, same unit to cover different areas.</li> <li>Understand why it is important that no gaps are left when covering areas. Understand and use quarter-to: analogue and digital time.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use concept of symmetry through practical activities. Recognise one line of symmetry in a variety of 2D shapes, designs and pictures.</li> <li>Identify patterns and sequences involving 2D shapes to make predictions about what comes next. Order and arrange mathematical shapes to create patterns and sequences.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate issues which require collecting data.</li> <li>Use tallying methods (bar-gate convention to represent groups of 5) where it is not possible to collect all data at the same time (e.g. if surveying the frequency of different colours of cars passing along a road). Collect data in context of observations, surveys and experiments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use patterns of similar calculations</li> <li>• Add on digit number to a multiple of 10</li> <li>• Subtract a 1 digit number from a multiple of 10</li> <li>• Solve missing number problems involving addition</li> <li>• Solve missing number problems involving subtraction</li> <li>• <b>Multiplication</b></li> <li>• Understand the 2 times multiplication facts as repeated addition, and as arrays, and develop quick recall.</li> <li>• Understand that multiplication is commutative.</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> <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>				