

Primary 3 Learning Plan

Term:- 1B

Date: November/December 2017

TOPIC - Celebrations

| | Reading | Writing | Talking & Listening |
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| <p>Literacy</p>  | <ul style="list-style-type: none"> • Know how to use a range of reading strategies to work out, predict and check the meanings of unfamiliar words and make sense of what they read. • Hear, read and spell initial, final and medial letter sounds in words. • Read familiar words. • Know and understand that a sound can be represented by more than one letter. • Know and understand that the same sound can be represented in various ways. • Use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support reading and writing. • Understand key features of instruction texts. • Spell new words using phonics and a range of self-checking strategies. • Understand and use the terms 'vowel' and 'consonant'. | <ul style="list-style-type: none"> • Write legibly showing control of letter formation and sizing. • Use upper and lower case letters appropriately. • Use correct spacing between words. • Use keyboard skills to write short texts • Write correct spelling for familiar words • Re-read own writing for sense and punctuation. • Recognise that sounds are represented by letters; understand one letter to one sound correspondence. • Identify, segment and blend syllables in words orally, in reading and in writing • Identify mis-spelt words in own writing. • Use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering etc. • Use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions. • Write simple stories and poems. | <ul style="list-style-type: none"> • Discuss familiar story themes and link them to their own experiences, e.g. illness, getting lost, going away • Read text aloud with intonation and expression appropriate to the grammar and punctuation • Use tense consistently • Know how to recite and discuss poems, taking account of punctuation, word combinations, sound patterns such as rhymes, rhythms and alliterative patterns. |

| | Number | Measures | Shape & Space | Handling Data |
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| <p>Numeracy</p>  | <ul style="list-style-type: none"> Count forwards and backwards in 2's and 10's within 50. Order numbers (increasing and decreasing) within 50. Demonstrate value of any number within 50 in tens and ones. Use ordinal terms to tenth place. Add and subtract numbers within 50 using a number-line, recording horizontally. Add and subtract 10 to and from a number within 50. Understand relationships between coins up to 50p. Calculate change required when buying items up to 50p. | <ul style="list-style-type: none"> Use mathematical language when comparing objects for length, weight, capacity, area, Estimate and measure length using non-standard units, including body parts. Time: calculate durations involving hour and half hours. Recognise and write o'clock, half past, quarter past and a quarter to times. | <ul style="list-style-type: none"> Use everyday language to describe position, direction and movement. E.g. left, right, above, below, between etc. Recognise and use the mathematical names for 3D shapes- cube, cuboid, sphere, cylinder, and cone. | <ul style="list-style-type: none"> Use Tree and Venn Diagrams to sort for 2 criteria and be able to interpret. Contribute towards simple class pictographs and answer questions Collect information relevant to a topic and record in a table. |
| <p>Processes</p> <ul style="list-style-type: none"> Select with help from the teacher, materials and equipment to use in a task. Choose and use appropriate number operations and mental strategies to solve problems. Talk about the information that needs to be gathered. 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 and suggest ways of recording information. Begin to explain their thinking. | | | | |