Primary 4 Learning Plan

Term:- 2A Date: January/ February 2018

TOPIC - Transport

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|  | Reading | Writing | Talking & Listening |
| Literacy  C:\Users\cmceldowney133\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JLRDRMGR\abc[1].gif | * Know how to use terms ‘fiction’ and ‘non-fiction’ * Understand how and why information is organised in certain ways, e.g. contents, index, headings, sub-headings, page numbers, etc. * Use reading strategies 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 phonic knowledge, word recognition and context. * Investigate where commas occur in reading and discuss their functions in helping the reader; * Use the term ‘comma’ appropriately. * Understand other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry. * Identify paragraphs in reading * Know the quartiles of the dictionary. * Know how to organise words or information alphabetically, using the first two letters * Know the terms ‘myth’, ‘legend’, ‘fable’ and ‘parable’ and begin to understand some of the differences related to text-type/genre * investigate story openings and endings * Understand and use the term ‘adjective’ * Investigate the use of the apostrophe * Understand uses for alphabetically organised texts, e.g. dictionary, thesaurus, glossary, index, catalogue, directory, etc. * Understand and use the terms ‘singular’ and’ plural when using nouns. | * Write neatly and legibly using the first, second and third handwriting join. * Use upper and lower case letters appropriately within words. * Observe correct spacing within and between words. * Use keyboard skills to type, edit and redraft texts. * Write in complete sentences with correct use of full stops and capital letters. * Know and understand the basic rules for plural nouns: adding **s, ies, ves** * Know and understand how words change when **er, est** and **y** are added * Understand and use the term ‘suffix’ * Know what a compound word is * Know and understand how to use the apostrophe. * Plan main points as a structure for story writing, considering how to capture points in a few words. * Write a story plan for own myth, fable or traditional tale * Write character portraits, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends etc. * Understand the concept of opposites, e.g. upper/lower, rude/polite * Make a class dictionary, e.g. related to cross-curricular topic, children’s interests | * Take account of grammar and punctuation when reading aloud, e.g. sentences, speech marks, exclamation marks and commas. * Be aware of the different voices in stories, e.g. use dramatised readings to show differences between the narrator and different characters * Use verb tenses with increasing accuracy in speaking and writing, e.g. catch/caught, see/saw, go/went, etc. * Understand audience by choosing and preparing poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. * Develop the habits of collaborative learning. * Present events and characters through dialogue to engage the interest of an audience. * Write new or extended verses for performance based on models of ‘performance’ and oral poetry read, e.g. rhythms, repetition etc. |

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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracy  C:\Users\cmceldowney133\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JLRDRMGR\abc[1].gif | * Count forwards and backwards in 1s, 2s, 5s and 10s within 999 * Recognise, read and write numbers within 999, including understanding of before, after and in between. * Know what must be added to a number to make 20. * Find what must be added to a multiple of 10 to make 100. * Mentally find what must be added or subtracted to or from any 2 digit number to make the next multiple of 10. * Add and subtract 11, 21, 31, 41 etc to any number using 100 square. * From 3 given numbers within 20, give 2 addition facts and 2 subtraction facts. * Solve a range of addition and subtraction problems, using both written and mental calculations. * Understand and use the 2, 5 and 10 times multiplication and division facts. * Know half of all even numbers to 10. * Find different ways of paying exact amounts within £1.00 * Calculate in the context of money, using addition, subtraction and multiplication with amounts up to £10.00 | * Estimate, measure and compare lengths in metres and centimetres * Estimate, measure and compare the weight of objects in kg * Begin to measure in grams. * Find the area of shapes by counting squares (whole and half squares) * Tell the time to quarter past and quarter to the hour. * Understand and use 5 minute intervals “past” the hour: analogue and digital time. * Appreciate and use important dates in the calendar. * Read and interpret information using a calendar (within 1 month only). | * Identify more than one line of symmetry in a variety of 2D shapes, pictures and designs. * Understand and use concept of tessellation through practical activities. * Understand and use “clockwise”, “anticlockwise” to describe direction of turn. | * Interpret data from frequency tables correctly labelling the axes. * Understand terms vertical axis and horizontal axis. * Interpret given and self-constructed bar charts. * Construct own Tree, Venn and Carroll diagrams and use to sort sets of objects, shapes, pictures or numbers etc for two criteria. |
| **PROCESSES**   * Select appropriate materials and equipment for a task. * Choose and use appropriate number operations and ways of calculating in a wide range of contexts. * 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 and consider alternative ways of working. * Check accuracy of own work and consider alternative ways of working. | | | |