Primary 4 Learning Plan

Term:- 2b Date: February/March 2018

TOPIC - Pirates

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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 | -Aware of authors and poets, discuss preferences and give reasons for these e.g. Rosen, Julia Donaldson  •Know the terms ‘adventure’ and ‘mystery’ and understand them as a fiction genre; significant features of the genre.  the importance of point of view, distinguishing between 1st and 3rd person accounts, credibility of events,  •Understand that letters are written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment  •Know how to locate information quickly and accurately, e.g. by scanning and skimming  •Know how to summarise orally the content of a passage or text in order to identify the main point  • identify pronouns and understand their functions in sentences, distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, and how they are used.  -Understand that the same spelling may be represented by more than one sound. | -Write new verses for performance based on models of ‘performance’ and oral poetry read, e.g. rhythms, repetition  -Write more **extended stories** based on a plan of incidents and set out in simple chapters with titles. use paragraphs to organise narrative  Understand how sentences can be joined in more complex ways through using a widening range of **conjunctions** in addition to ‘and’ and *‘*then’, e.g. if, so, while, though, since, when  -Plot a sequence of episodes modelled on a known story, as a plan for writing  •Write openings to stories or chapters linked to or arising from reading; focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes.  •Write a first person account, e.g. write a character’s own account of incident in story read  •Paragraph focus in our writing. | -Understand audience by choosing and preparing poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds  -Preforming story/review of a book with the audience in mind.  -Group discussions and feedback on our work. |

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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. * Find missing numbers in a sequence (increasing and decreasing) within 999. * Find a half, a quarter, three quarters and thirds of a shape, length or quantity. * Link fractions to division and multiplication. * Count in steps of 3 from 0 * Recognise the place value of each digit in a two-digit number up to 100 * Compare and order numbers from 0 up to 50; use the <, > and ≈ signs. * Use place value and number facts to solve problems. * Use knowledge of place value to develop a practical method for vertical subtraction and addition (column method). * Add two two-digit numbers using the 1–100 number square * Add two two-digit numbers using the empty number line * Subtract two two-digit numbers using the 1–100 number square * Subtract two two-digit numbers using the empty number line. | Money   * Find different ways of paying exact amounts within £1.00, e.g. using the least number of coins, or using a specific number of coins. * Calculate change from £10.   Length   * Estimate, measure and compare lengths in half metres, metres and half metres.   Capacity   * • Estimate, measure and compare the capacity of containers in half litres, litres and half litres. * • Estimate, measure and record capacity in litres and millilitres   Weight   * Estimate, measure and compare weight of objects in half kg, kg and half kg.   Area   * • Find the area of shapes by counting squares where the area : * • Is an exact number of complete squares. * • Is made up of whole and half squares. * Time * • Understand and use 5 minute intervals “to” the hour: analogue and digital time. * • Estimate short durations ( 1 min, 5 mins ) through practical activities. | * Finding half, quarter and thirds of shapes and amounts. * Understand the 5 times multiplication facts as repeated addition, and as arrays. Develop quick recall, using understanding of commutativity. * Know half of all even numbers to 20 and 50 and 100. * Count in steps of 2, 5 and 10 from 0 * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. * Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. * Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | Use mathematical vocabulary to describe rotation as a turn for quarter, half and three quarter turns (clockwise and anticlockwise).  • Use mathematical vocabulary to describe rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise).  • Use mathematical vocabulary to describe position, direction and movement.  • Use mathematical vocabulary to give directions to navigate a course. |
| 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. * Elect, 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. * Offering explanations for their answers and demonstrating how they got those answers/peer learning. | | | |