**Primary 7 Learning Plan**

Term:- 3 Date: May/June 2018

TOPIC – Wonderful Humans

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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 what a preposition is and their effect on meaning (preposition = position word e.g. under, beside, above).  Examine persuasive texts and letters.  Examine a variety of argument and discussion texts where two points of view are shown.  Look at similarities and contrasts in the work of different poets.  Understand the style of different poets.  Research information on class project using traditional and digital sources.  Understand how to skim and scan texts to gather relevant information.  Revise the term phrase and clause in complex sentences.  Know when Standard English and dialect are appropriate and inappropriate.  Investigate word patterns and spelling rules.  Research and discuss the origins of words.  Extend the range of books read. | Continue to use neat, legible and joined handwriting.  Continue to use Linguistic Phonics spelling scheme to develop spelling skills.  Correct use of punctuation, including: apostrophe, comma, speech marks.  Write letters for real purposes.  Write to persuade people to take action.  Use a dictionary and thesaurus to aid spelling and vocabulary.  Create a report to present a balanced argument showing strengths and weaknesses of various views.  Use paragraphs accurately in writing.  Present research for project using digital and traditional sources.  Record predictions and reflections on books and write a brief synopsis/blurb. | Recognise the value of working collaboratively and of helping others with their learning.  Be aware of different purposes for questioning.  Evaluate the impact of discourse on an audience.  Present a spoken argument, sequencing points and defending views with evidence.  Participate in a whole class debate using the conventions and language of debate.  Evaluate how speakers present points effectively through language and gesture.  Listen for language variation between Standard English and colloquial/dialect language. |

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|  | Number | Measures | Shape & Space | Handling Data |
| **Numeracy** | MENTAL MATHS  Mentally calculate multiples of 10% of quantities (e.g. 30% of 140 as (10% of 140) x 3).  Mentally calculate %s of multiples and factors of 100  (e.g. find 18% of 300 as 18 x 3).  Mentally find what must be added to a 2 decimal place number to make the next whole number. Mentally find what must be added to a 2 decimal place number to make the next whole number.  PLACE VALUE  Demonstrate value of any number within 99 999 in terms of ten thousands, thousands, hundreds, tens, ones and 3 decimal places.  Round 2d.p. numbers to the nearest whole number, and to 1 d.p.  Round 3d.p. numbers to the nearest whole number, and to 1 d.p. and 2d.p.  Order a set of consecutive 3 d.p. numbers (increasing and decreasing) .  Order a set of non-consecutive 3d.p. numbers (increasing and decreasing).  CALCULATIONS, INCLUDING DECIMALS  Complete written subtraction calculations with numbers up to 3 decimal places (with exchange), estimating the answer before calculating.  Use written multiplication methods to multiply any number, including 3 decimal place numbers by any single digit number, estimating the answer first.  Multiply any 2 or 3 -digit whole number by any 2-digit number, using standard written method.  Multiply any whole number by a multiple of 100 (e.g. 37 x 300 = multiply by 3 then by 100).  Multiply 3 d.p. number by 10, 100, 1000 using concept that digits move to the left, as the value of each digit becomes 100 times larger.  Divide any number by 100, 1000 including answers with up to 3 d.p..  Use standard written and calculator methods to divide numbers of any size by a single digit, including decimal numbers to 3d.p., estimating the answer before calculating.  Solve a range of multiplication and division problems.  Understand the effect of using brackets.  Use negative numbers in calculations in everyday contexts.  Understand triangular numbers through spatial arrangements.  FRACTIONS  Know equivalence of simple fractions where the numerator is not 1.  Find fractions of quantities where the numerator is not 1. | LENGTH  Apply knowledge of metric units of length to real life contexts.  Convert between all metric units of length, involving up to 3d.p.  Understand concept of scale in maps and diagrams.  Construct scale plans and diagrams using given or measuring real-size lengths.  WEIGHT  Apply knowledge of metric units of weight to real life contexts, including estimating, selecting appropriate units and measuring equipment, involving up to 3 d.p  Convert between all metric units of weight, involving up to 3d.p.  CAPACITY  Apply knowledge of metric units of capacity to real life contexts, including estimating, selecting appropriate units and measuring equipment, involving up to 3 d.p.  Convert between all metric units of capacity, involving up to 3 d.p.  AREA  Understand why 1m = 100cm, but 1 m² = 10 000cm² .  Calculate areas .  VOLUME  Understand that a cubic cm is a cube of side length 1cm, whose volume is 1cm³.  Estimate and measure volumes of cubes and cuboids using cm cubes.  TIME  Interpret timetables using 24 hour time system.  SCALES  Use a thermometer to measure temperature, and calculate temperature increases and decreases, including negative values. | Classify triangles according to their particular properties.  Construct 3D shapes using skeletons (e.g. build a triangular prism which has an isosceles triangle face at each end).  Investigate and test the general rule relating number of faces, edges and vertices of 3D shapes (V+F) = E+2.  Find the order of rotational symmetry of a range of 2D shapes.  Construct angles using a protractor to an accuracy of 2° .  Understand angle relationships associated with parallel lines. | Use numeric system to develop idea of chance based upon number of possible outcomes e.g. chance of getting heads when spinning a coin: one flip= 2 possible outcomes so chance are ½  Find Mean and Range of a set of data.  Design and use a decision tree.  Design formulae for a spreadsheet to investigate a particular issue.  Design and construct computer databases, and interrogate using 2 criteria. |
| Processes  • Independently use a variety of ways of checking calculations.  • Independently review own way of working.  • Recognise and apply mathematics in contexts across the curriculum.  • Discuss and respond to open-ended questions.  • Decide whether the information gathered is appropriate and sufficient for the task.  • Use a range of problem solving strategies, trying different strategies when difficulties are encountered. Recognise and use mathematical connections.  • Use mathematical language and symbols to record findings. | | | |