Primary 4 Learning Plan.

Term: 1A Date: September/October 2018

TOPIC –Castles

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|  | Reading | Writing | Talking & Listening |
| **Literacy**http://www.thorners.dorset.sch.uk/literacy/clipart_boy_writting.gif | * Know and understand the term 'historical' in relation to story and identify clues which suggest texts are older, e.g. language use, vocabulary, archaic words.
* Understand how the fiction genre determines settings and characters.
* Understand how dialogue is presented in stories, e.g. through statements, questions, exclamations.
* Understand and use the terms 'fact' and 'opinion' and begin to distinguish the two in reading and other media.
* Know how to use terms 'fiction', 'non-fiction', 'fact' and 'information' appropriately.
* Understand how and why information is organised in certain ways, e.g. contents, index, headings, sub-headings, page numbers, etc.
* Understand and use the term 'noun'. Distinguish between common and proper nouns.
* Identify verbs in sentences; collect and classify verbs.
* Extend understanding of prefixes and how prefixes generate meaning.
* Investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *cupboard*
* Understand how to use dictionaries, thesauruses and glossaries in hard copy and digital form.
* Use 2nd and 3rd place letters to locate and sequence words in alphabetical order.
* Generate synonyms for high frequency words.
* Study the work of a well known poet and show a preference.
 | * Talk about and plan their writing with teacher and/or peers.
* Use different ways of planning stories, e.g. brainstorming, notes, diagrams.
* Plan a story identifying the stages of its telling, indicating an awareness of genre,
* Develop the use of setting in stories by: 1) writing short descriptions of known places, 2) writing a description in the style of a familiar story
* Write character sketches.
* Use paragraphs to organise dialogue.
* 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 sources.
* Write poems based on personal or imagined experience, linked to poems read.
* Understand the importance of editing and revising own writing.
 | * Speak clearly and coherently to a wide range of audiences for a variety of purposes.
* Understand and learn to respond to feedback.
* Use and reflect on some ground rules for sustaining talk and interactions.
* Offer reasons and evidence for their views, considering alternative options.
* Sustain conversation.
* Understand and learn to respond to feedback.
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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracyhttp://cliparts.co/cliparts/pco/5aR/pco5aRaqi.gif  | * Count, recognise, read, write, order and work with numbers within 500.
* Know number ‘after’ within 500.
* Know number ‘before’ within 500.
* Know number ‘between’ within 500.
* Find missing numbers in a sequence (increasing and decreasing) within 500.
* Round numbers within 100 to the nearest 10.
* Use knowledge of place value to develop a practical method for vertical addition TU (with carrying).
* Understand that addition and subtraction are inverse operations, use to check answers and use complementary addition to solve a subtraction calculation.
* From 3 given numbers within 10, give 2 addition and 2 subtraction facts.
* Use efficient methods to find the total of a mixed group of coins totals up to £1.00 (e.g. by starting with the highest value coins, or by grouping lower value coins into 10p piles).
* Understand the relationships between coins up to £1.00.
 | * Develop an appreciation of the length of 1 metre.
* Approximate measurements appropriately. (e.g. if an object is not exactly 1m long, choose the most appropriate way of recording the measurement: e.g. less than 1m, just under 1m, just over 1m etc.)
* Develop an appreciation of the weight of 1Kg.
* Approximate measurements appropriately. (e.g.) if an object is not exactly 1Kg in weight, choose the most appropriate way of recording the measurement: e.g. 1Kg and a bit, more than 1Kg but less than 2Kg, between 1Kg and 2Kg etc)
* Understand use of am and pm.
* Know there are 24 hours in one day, am = 12 hours and pm = 12 hours.
* Know there are 60 minutes in one hour and use to deduce that half hour = 30 minutes and quarter hour = 15 mins.
* Understand and use quarter to: analogue and digital time.
 | * Understand and use concept of symmetry through practical activities. Recognise one line of symmetry in a variety of 2D shapes, designs and pictures.
* Fit shapes together to make new shapes (e.g. tangrams).
* Sort 2D shapes into those with square corners and those without.
 | * Represent data from frequency tables as bar charts (vertical and horizontal), using paper and ICT, correctly labelling the axis.
* Understand the terms vertical axis and horizontal axis.
* Interpret given and self-constructed bar charts.
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| Processes: **(Ongoing throughout the year, but all processes activities this term will be linked to areas covered above as well as revising previous concepts).**1. Select appropriate materials and equipment for a task through an understanding of their special characteristics.
2. Choose and use appropriate number operations and ways of calculating in a wide range of contexts.
3. Suggest the information needed to carry out a task, how to obtain the information and ways to record it.
4. Ask questions to clarify information.
5. Discuss and respond to open-ended questions.
6. Present findings in an appropriate way.
7. Begin to talk about how they carried out a task.
8. Review own way of working with (teacher/peers).
9. Consider alternative ways of working (with teacher/peers).
10. Check accuracy of own work (with teacher/peers).
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