**Primary 6 Learning Plan**

Term:- 1B Date: November/December 2018

TOPIC – Textiles (Continued)

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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 | Understand how words and expressions have changed over time.  Examine biographies.  Understand the enduring appeal of ‘classic’ texts.  Understand the differences between direct and reported speech.  Understand how adverbs are used in speech e.g. he shouted loudly.  Through spelling investigate meaning and spelling of connectives : therefore, notwithstanding, furthermore.  Investigate how dialogue is presented in narrative and playscripts.  Investigate word order by examining how far the order of words are essential to meaning.  Develop both written and oral comprehension skills. | Annotate a section of a Shakespeare play as a preparation for performance.  Write scenes for a play.  Use paragraphs in writing.  Recount the life of another person in the form of a biography.  Write in third person.  Transform dialogue into reported speech and vice versa.  Understand how dialogue is set out –separate line for different speaker, comma.  Develop handwriting skills.  Develop both written and oral comprehension skills | Perform a scripted scene making use of dramatic conventions, such as setting, lighting etc.  Use and recognise the impact of theatrical effects in drama e.g. lighting, sound, staging.  Comment constructively on plays and performances, discussing effects and how they are achieved. |

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|  | Number | Measures | Shape & Space | Handling Data |
| Numeracy | MENTAL MATHS  Find doubles and corresponding halves of any 2 digit number up to 50.  Find difference between two close 3 digit numbers e.g. difference between 567 and 569.  Multiply any whole number by 10.  Quick recall of multiplication facts.  Quick recall of division facts.  PLACE VALUE  Know number “after,” “before” and “between” within 99 999.  DECIMALS  Know number “between” 1 decimal place numbers.  Find missing numbers in a sequence of 1 decimal place numbers (increasing and decreasing).  FRACTIONS  Understand mixed numbers as whole numbers plus a fraction.  Add fractions with the same denominator.  Subtract fractions with the same denominator.  MONEY  Understand and use decimal recording of amounts of money beyond £100.  Calculate change required when buying items, paying with amounts up beyond £100.  MULTIPLICATION  Know with quick recall all single digit multiplication facts.  Use written multiplication methods to multiply any whole number by any single digit number, answers within 99 999, estimating the answer before calculating.  DIVISION  Know with quick recall all division facts which are the inverse of the known multiplication facts, including finding unitary fractions of quantities.  Develop a written method for division calculation within 99 999, estimating the answer before calculating.  Solve a range of multiplication and division problems, using both written and mental methods, selecting the operation required.  Understand and use the concept of factors. | MEASURES  Understand the metric tonne, kilometre as a unit for weighing and comparing heavier objects.  Convert between tonnes and kilograms and between kilograms and tonnes where there are whole or half tonne answers.  Understand that measurement of weight is continuous and selecting an appropriate degree of accuracy for different contexts.  Understand the concept of volume as a measure of how much space an object takes up.  Understand conservation of volume. | ANGLES  Understand and use terms horizontal, vertical, perpendicular, parallel.  Understand that a whole turn is divided into 360 degrees and use to calculate degree equivalents of one, two, three right angles; quarter, half, ¾ , and full turns.  Use term “reflex” to categorise amounts of turn greater than 180 degrees. Understand terms acute and obtuse in relation to right angles. | Interpret pie charts using fractions up to 10ths to work out proportions and quantities of a total.  Record data in tables.  Display information from table as a grouped frequency diagram, with own class intervals.  Construct computer database, identifying number and type of fields required, and use to enter and extract information relevant to a topic. |
| Processes  Discuss a general statement with peers and check whether a particular case matches it.  Plan own work and work systematically.  Suggest how to present findings.  Begin to present findings using prose, numbers and symbols to show how an investigation was carried out. | | | |