



Primary 3 Learning Plan

Term: - 2B

Date: March - April 2019 (Term 2B)

TOPIC -School

	Text	Sentence	Word	Talking and Listening
Literacy	<ul style="list-style-type: none"> <li>• Know how to use phonological, contextual, grammatical and graphic information to work out, predict and check the meanings of unfamiliar words and make sense of what they read</li> <li>• Through shared, guided and independent writing apply phonological, graphic knowledge and sight vocabulary to spell words accurately</li> <li>• Use upper and lower case letters appropriately within words</li> <li>• Know to expect patterns of rhythm, rhyme and other features of sound in poems</li> <li>• Know when the reading aloud of a poem makes sense and is effective</li> <li>• Know the terms 'poet', 'poem', 'verse', 'rhyme' and 'rhythm' and use when discussing favourite poets and poems</li> <li>• Use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; make class collections, illustrate with captions</li> <li>• Understand the concept of story types by examining events, settings, characters and language used</li> <li>• Know how to predict, e.g. story endings/incidents</li> <li>• Use story settings from reading, e.g. re-describe, use in own writing</li> <li>• recognise the difference between 'why', 'what', 'where', 'when' and 'how' questions</li> <li>• know how to use contents and index to locate relevant text</li> <li>• develop further the concept of presenting the key idea in one section/paragraph, using non-chronological reports</li> <li>• draw on knowledge and experience of texts in deciding and planning what and how to write a simple information text</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read own writing to check for grammatical sense and accuracy</li> <li>• Use simple sentences in own writing</li> <li>• Investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings</li> <li>• Read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);</li> <li>• Identify speech marks in reading, understand their purpose, use the terms correctly</li> <li>• Use commas to separate items in a list</li> <li>• Use past tense consistently for narration</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and categorize the most common representations of the same sound, e.g. boat, no, tow, note</li> <li>• Spell new words using phonics and a range of self-checking strategies</li> <li>• Know and understand that the same spelling may be represented by more than one sound, e.g. cow, blow</li> <li>• Use word endings, e.g. 's' (plural), 'ed' (past tense), 'ing' (present tense) to support their reading and writing</li> <li>• Investigate and use words associated with time, e.g. soon, before, as, when</li> </ul>	<ul style="list-style-type: none"> <li>• (talking for different audiences) explain ideas and processes using imaginative and extended vocabulary and non-verbal gestures to support communication</li> <li>• (Listening and responding) respond to presentations by describing characters, repeating some highlight and commenting constructively</li> <li>• (group discussion and interaction) recognise and respect other people's feelings and ideas (drama) comment constructively on the performance of others</li> </ul>

	Number	Measures	Shape & Space	Handling Data
	<ul style="list-style-type: none"> <li>• Count forwards and backwards in twos, fives and tens within 100, from different starting numbers (even then odd).</li> <li>• Order as set of non-consecutive numbers (increasing and decreasing) within 100.</li> <li>• Find the position of any number on a blank 100 grid.</li> <li>• Demonstrate value of any number within 100 in terms of tens and ones (units) using Base 10 materials.</li> <li>• Understand concepts of odd and even numbers through use of practical materials practical materials.</li> <li>• Recognise odd and even numbers.</li> <li>• Add a multiple of 10 to any number using the 50 grid, using and explaining number patterns.</li> <li>• Know near doubles, answers within 10.</li> <li>• Mentally add a multiple of 10 to a multiple of 10, answers within 50, using and explaining number patterns Mentally add a multiple of 10 to any number, answers within 50, using and explaining number patterns.</li> <li>• Subtract a multiple of 10 from any number using the 50 grid, using and explaining number patterns.</li> <li>• Mentally subtract 10 from any number, answers within 50, using and explaining number patterns.</li> <li>• Mentally subtract a multiple of 10 from any number, answers within 50, using and explaining number patterns.</li> <li>• Calculate change required when buying items, paying with amounts up to 50p.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use suitable non-standard units to estimate and then measure the length of an object. Explain reasons for choice.</li> <li>• Appreciate the conservation of length through practical investigations.</li> <li>• Choose and use suitable non-standard units to estimate and then measure the weight of an object. Explain reasons for choice.</li> <li>• Appreciate the conservation of weight through practical investigations.</li> <li>• Choose and use suitable non-standard units to estimate and then measure the capacity of a container. Explain reasons for choice.</li> <li>• Appreciate the conservation of capacity through practical investigations.</li> <li>• Choose and use suitable non-standard units to estimate and then measure the area of a surface.</li> <li>• Appreciate the conservation of area through practical investigations. Know there are 7 days in a week and use to calculate durations etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the properties of known 2D shapes using appropriate mathematical language.</li> <li>• Follow and give instructions for movement, involving distances and turning movements (right angle turns only).</li> <li>• Understand and use terms "forwards" "backwards" followed by a specific distance to describe movement</li> </ul>	<ul style="list-style-type: none"> <li>• Use given two criteria Carroll Diagrams to sort for negation, explaining completed diagram (e.g stating how many coins were not sliver <i>and</i> not round).</li> <li>• Sort Attribute Blocks on two criteria Carroll Diagrams.</li> <li>• In groups, and individually, organise the recording of data in tables, and display information using pictographs and block graphs (vertical and horizontal), including labels and titles.</li> <li>• Choose, giving reasons whether to use a pictograph or a block graph.</li> <li>• Discuss the information shown and draw conclusions.</li> </ul>
	<p>Processes</p> <p>Select with help from the teacher, materials and equipment to use in a task by understanding their special characteristics.</p> <p>Choose and use appropriate number operations and mental strategies to solve problems in a wide variety of contexts.</p> <p>Talk about the information that needs to be gathered.</p> <p>Select, with help, appropriate forms of mathematical representation.</p>			

	<p>Understand and use an increasing range of mathematical language and symbols.</p> <p>Begin to respond to open-ended questions. Discuss possible approaches to solving a problem.</p> <p>Suggest ways of recording information.</p> <p>Use personal methods to record findings/present information.</p> <p>Use a variety of mathematical representations to present findings.</p> <p>Begin to explain their thinking.</p>
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